

Appendix



A Guide to Learning With the Book

We have written this book with the needs of school leaders in mind, whether you are reading it independently or working through the chapters in collaboration with others. We do recommend that, if possible, you study the text as an Assessment Leadership Learning Team. The learning team approach to developing assessment expertise we advocate is based on best practice as reflected in professional development literature and research: educators learn best when the experience is collaborative and provides active contextualized opportunities for application of the ideas studied.

The Assessment Leadership Learning Team Process

In the learning team approach participants engage in a combination of independent study and ongoing small-group collaboration, with a commitment to helping all group members gain expertise. Team members read a portion of the text individually and then meet to share thoughts, questions, potential actions, and reflections. In addition, teams discuss the chapter study guide questions and carry out selected chapter activities.

Time Frame

Using the text as the basis for learning team study requires a long-term commitment of time. Developing assessment literacy is not an initiative; it is an essential and powerful component of the work we do as educators. We recommend that you plan a reading and meeting schedule that spans a year or more. We suggest that teams meet every two to three weeks, with assigned reading to be done between meetings.

Leading an Assessment Leadership Learning Team

Effective learning teams don't all look alike, but they do have several things in common, one of which is a designated facilitator. Another is careful prior planning, either by the facilitator or by a small group of people who may rotate facilitatorship responsibilities. Any school leader can facilitate a learning team. For example, if you are a district or area superintendent, an assistant superintendent, or a director, you may wish to study the book with principals and assistant principals. If you are a building administrator, you may wish to form a group with other building administrators or a group of those in leadership positions within your building. If you are in charge of instructional coaches, you may wish to form groups with them.

The Facilitator's Role

As a learning team facilitator, you are acting for the good of the team to manage and organize the process. The text, materials, activities, and participants' expertise all come together to create the learning experience, without requiring instruction from a leader. So facilitators are not the team's content experts but rather "guides on the side."

Tasks that successful facilitators typically undertake (or ensure are done) when the teams are in place include the following:

1. Posting a schedule of team meetings
2. Bringing materials needed for the meeting
3. Monitoring meeting time so all members have opportunity to participate
4. Reviewing the next assignment at the end of each meeting
5. Completing and posting a meeting summary, noting actions the participants committed to, after each meeting

The facilitator may set the meeting agenda and determine the reading to be completed before the next meeting, or the team may do that collaboratively. *In all cases it is recommended that the facilitator do the work along with the team.*

Planning to Lead a Team

We recommend that facilitators take the following planning steps:

1. Review the book *Ten Assessment Literacy Goals for School Leaders* in advance.
2. Identify participants.
3. Plan a reading and meeting schedule.
4. Create meeting agendas.
5. Determine how team members will track, reflect on, and share their learning.

1. Reviewing the Text

Prior to meeting with a learning team, as the team's facilitator it is a good idea to familiarize yourself with the content the team will be studying and the resources available. Read through the text, noting the learning goals and success indicators for each chapter and reviewing the end-of-chapter study questions and activities, considering which will be of greatest importance to your group.

2. Identifying Participants

Assessment Leadership Learning Teams can be made up of individuals in leadership roles, including administrators, counselors, learning specialists, instructional coaches, and professional development specialists.

The size of the team is a function of how much time you schedule for each meeting. The team should be large enough to offer a variety of ideas, viewpoints, and expertise but small enough to allow each member to participate meaningfully during the meeting. If your meeting time falls within the range of 45 minutes to an hour and a half, keep the team size between three and six members to maximize participation opportunities. If that is not practical, give members time to discuss and work in smaller groups.

When inviting participants, be clear about the learning team process. Make sure potential team members understand the commitments involved:

- Working between meetings, with each member completing an agreed-on assignment
- Meeting regularly—every two to three weeks
- Engaging in partner or whole-group activities during meetings to further their learning, to conduct needs assessments, and to create resources for use in improving assessment practices

During the first team meeting, it is a good idea to agree to group operating principles such as the following:

- To make team time a priority and to honor the meeting time commitment
- To do the agreed reading between meetings, for personal benefit as well as for the benefit of the other team members
- To come prepared to contribute during meetings

3. Planning the Reading and Meeting Schedule

We recommend that you read the book chapter by chapter, in the order it is written. Members of your team may have previously mastered some of the learning goals addressed, or portions of them. If so, you could give those sections less time. We don't recommend skipping sections, but rather participants should review the topics they are familiar with in those sections, noting and discussing new ideas or useful tips.

The question "How should I pace the study of the text?" comes up frequently. Don't rush through the text or march to the pace of a predetermined schedule if it means sacrificing learning and implementation. Plan for *learning* as opposed to *coverage*. The point is not to finish the book but rather to master the learning goals and apply the content successfully.

To select the readings and activities, after reviewing a chapter, determine how many pages of the chapter team members will read for the next meeting and which activity they will complete during the meeting. Select activities by considering the learning goals and success indicators, and then decide which activities are best suited to the needs of your team. Study questions can be used as part of a reading assignment or as discussion prompts during the meeting, or both. Refer to Table A.1 for information on how the activities and study guide questions relate to the chapter learning goals and success indicators. You may wish to use these chapter charts to guide your planning.

If possible, schedule meetings two to three weeks apart to give people enough time to read and reflect, without having so much time elapse between meetings that members lose track of the thread of their learning.

4. Creating Meeting Agendas

When each meeting follows a reading assignment, you can set up a three-part agenda:

1. Discuss responses to the reading. You may want to use one or more study questions to focus the discussion.
2. Share thoughts about desired actions to take based on the chapter content.
3. Complete one of the chapter activities.

It may be that your team will read a chapter and then take several meetings to complete one or more chapter activities. Again, select activities to meet the learning and implementation needs of team members. Note that

some activities are designed for the school leader to conduct with teachers. It can be helpful to practice those during the leadership learning team meeting before conducting them with staff.

5. Tracking, Reflecting on, and Sharing Learning

We have shared personal portfolio entry suggestions at the end of each chapter. We recommend that each team member establish a portfolio and decide which entries to include to reflect their accomplishment of each chapter's assessment literacy goal. Each portfolio artifact should be accompanied by a short explanation of which chapter learning goal it relates to and perhaps a reflection on how creating the artifact contributed to their learning. As explained in Chapter 4, engaging in these processes deepens commitment to the learning, increases the learning, and offers intrinsic reward along the way by developing a sense of accomplishment.

At the end of the learning team experience, we encourage participants to review their portfolios and plan for a way to share the highlights. Two options are to share with other learning teams or with colleagues who are not part of this experience.

TABLE A.1 Alignment of chapter learning goals, success indicators, activities, and study guide questions

CHAPTER LEARNING GOAL	ALIGNED SUCCESS INDICATORS	SUPPORTIVE CHAPTER ACTIVITIES	RELEVANT STUDY GUIDE QUESTIONS
Chapter 1			
1. Understand the five levels of a comprehensive and balanced assessment system and what each level contributes to the system.	<p>Can describe a model for a comprehensive local assessment system and can speak to components of the system such as assessment balance, coherence of learning goals, accurate assessment, and student involvement.</p> <p>Can explain the differences and similarities among the five levels of assessment.</p>	Activity 1.1: An Abbreviated Assessment Audit Model	#1 #4
2. Recognize that learning goals form the backbone of a comprehensive and balanced assessment system.	<p>Can describe a model for a comprehensive local assessment system and can speak to components of the system such as assessment balance, coherence of learning goals, accurate assessment, and student involvement.</p>	Activity 1.1: An Abbreviated Assessment Audit Model	#4
3. Understand the function of assessment audits and how they are necessary to a comprehensive and balanced assessment system.	<p>Can describe a model for a comprehensive local assessment system and can speak to components of the system such as assessment balance, coherence of learning goals, accurate assessment, and student involvement.</p>	Activity 1.1: An Abbreviated Assessment Audit Model	#1
4. Recognize how classroom formative assessment acts as the foundation for a comprehensive and balanced assessment system.	<p>Can explain why classroom formative assessment acts as the foundation of the system.</p> <p>Can explain the differences and similarities among the five levels of assessment.</p>	Activity 1.1: An Abbreviated Assessment Audit Model	#2 #3 #4
Chapter 2			
1. Understand how state standards are deconstructed into smaller-grain-size learning goals in the curriculum in use in your building/district.	<p>Ensures that school curriculum documents are aligned with state standards.</p>	Activity 2.1: Exploring the Relationship Between Learning Goals and Assessment	#1 #2

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TABLE A.1 (Continued)

CHAPTER LEARNING GOAL	ALIGNED SUCCESS INDICATORS	SUPPORTIVE CHAPTER ACTIVITIES	RELEVANT STUDY GUIDE QUESTIONS
<p>2. Describe how state standards and the learning goals in your district’s curriculum are assessed in your building/district.</p>	<p>Ensures that school curriculum documents are easily accessible to staff.</p> <p>Secures staff training in the use of classroom materials relative to state standards.</p> <p>Differentiates for staff teaching the written curriculum from teaching a textbook.</p>	<p>Activity 2.1: Exploring the Relationship Between Learning Goals and Assessment</p>	<p>#1</p> <p>#3</p>
<p>3. Understand the role of student-friendly learning targets and success criteria in connecting classroom-level instruction and learning with broader learning goals.</p>	<p>Monitors lesson plans and classroom instruction for clear communication of learning targets.</p> <p>Publishes learning goals/targets for parents in student-friendly language.</p>	<p>Activity 2.2: Learning Targets and Success Criteria</p> <p>Activity 2.3: Recognizing the Formative Learning Cycle in Action</p>	<p>#1</p> <p>#4</p>
<p>4. Understand how clear academic learning goals form the basis for developing sound assessments.</p>	<p>Provides staff training in selecting or creating assessments that are matched to the learning goals.</p>	<p>Activity 2.1: Exploring the Relationship Between Learning Goals and Assessment</p>	<p>#1</p> <p>#2</p>
<p>Chapter 3</p>			
<p>1. Describe the five keys to quality assessment, understand how they relate to one another, and know why they should underpin assessments at all levels.</p>	<p>Can describe the five keys to classroom assessment quality.</p> <p>Can explain how each of the keys contributes to assessment accuracy and effective use.</p> <p>Can offer a compelling rationale for the importance of following the guidelines within each key.</p>	<p>Activity 3.1: Connecting Your Own Experiences to the Keys to Quality</p>	<p>#2</p>
<p>2. Conduct an audit with teachers to identify the strengths and weaknesses of an assessment according to quality indicators.</p>	<p>Understands the conditions necessary for effective formative use of the assessment process and its results.</p> <p>Knows how to audit an assessment for the match to what was taught.</p> <p>Can determine the appropriate assessment method(s) to use based on the types of learning goals taught.</p> <p>Knows how to audit an assessment for standards of quality.</p> <p>Identifies sources of bias that can distort assessment results.</p>	<p>Activity 3.2: Auditing an Assessment for a Clear Purpose</p> <p>Activity 3.3: Auditing an Assessment for Clear Learning Goals and Appropriate Sample Size</p> <p>Activity 3.4: Practicing With Target-Method Match</p> <p>Activity 3.5: Auditing an Assessment for Quality</p> <p>Activity 3.6: Auditing an Assessment for Bias and Distortion</p>	<p>#3</p>

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TABLE A.1 (Continued)

CHAPTER LEARNING GOAL	ALIGNED SUCCESS INDICATORS	SUPPORTIVE CHAPTER ACTIVITIES	RELEVANT STUDY GUIDE QUESTIONS
Chapter 4			
1. Understand formative assessment practices and their role in increasing student achievement.	Can describe the six critical components of formative assessment. Can offer a compelling rationale for the importance of the student as informed decision maker.	Activity 4.1: Identifying Talking Points for Critical Components of Formative Assessment	#2
2. Identify effective uses of formative assessment within the context of instruction.	Knows what to look for in the classroom for each of the six critical components.	Activity 4.2: Looking for Evidence of Effective Formative Assessment Practices in the Classroom	#3
3. Engage in discussions with teachers to enhance and expand their use of formative assessment.	Has a repertoire of questions to ask of teachers and students to deepen their understanding of the application of formative assessment practices.	Activity 4.1: Identifying Talking Points for Critical Components of Formative Assessment Activity 4.2: Looking for Evidence of Effective Formative Assessment Practices in the Classroom Activity 4.3: Discussing Formative Assessment Practices With Students	#3
4. Analyze the current formative assessment practices in a school and plan for ways to build formative assessment capacity.	Establishes a baseline for formative assessment practices in the school from which to build formative assessment capacity.	Activity 4.4: Establishing a School Baseline	#3
Chapter 5			
1. Understand the principles of sound grading practices.	Can articulate my district’s official grading policies and explain why they are sound and can work with colleagues to improve them as needed.	Activity 5.1: Grading Stories	#1 #2
2. Lead teachers and others in implementing sound grading practices.	Can recognize the sound and unsound grading practices in use in my building/district and can work with colleagues to improve them as needed.	Activity 5.2: Grading Policies and Practices in My District Activity 5.3: Grading in Classrooms and Courses	#1 #3 #4 #5
3. Communicate grading policies and practices to students, parents, and community members.	Can explain to students, parents, and other educators the purpose and meaning of grades in my building/district.	Activity 5.1: Grading Stories Activity 5.2: Grading Policies and Practices in My District	#1 #4 #5

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TABLE A.1 (Continued)

CHAPTER LEARNING GOAL	ALIGNED SUCCESS INDICATORS	SUPPORTIVE CHAPTER ACTIVITIES	RELEVANT STUDY GUIDE QUESTIONS
Chapter 6			
1. Understand the differences between parent involvement and family/parent engagement.	<p>Understands the value of a school culture that honors and encourages parent engagement, with consistent communication to families.</p> <p>Is aware of the difficulties and barriers that exist that can impede a shift from parent involvement to parent engagement.</p>	Activity 6.1: Beyond the Report Card	#1
2. Become familiar with teacher-to-home communications that can promote family engagement.	<p>Can share agendas, memos, professional development descriptions, or other documentations that reflect the effort by the school leader to help teachers understand the benefits to student learning of school-to-home communications and/or show opportunities provided for teachers to learn and practice strategies that support that effort.</p> <p>Is aware of the difficulties and barriers that exist that can impede a shift from parent involvement to parent engagement.</p>	Activity 6.1: Beyond the Report Card	#2 #3
3. Understand which assessment topics may be of most interest to parents at both the building and the classroom level and consider communication strategies for potential use.	<p>Understands the value of a school culture that honors and encourages parent engagement, with consistent communication to families.</p> <p>Can point to multiple sources of evidence of student learning beyond the traditional report card.</p>	Activity 6.1: Beyond the Report Card	#3
Chapter 7			
1. Understand the rationale for ethical and appropriate use of student assessment.	Can explain how ethical and appropriate use of student assessment supports students and their learning.	Activity 7.1: Recognizing the Ethical and Appropriate Use of Student Assessment	#1
2. Be familiar with professional standards for the use of both large-scale and classroom assessment.	Can reference relevant professional standards in assessment when dealing with assessment issues in school leadership.	Activity 7.2: <i>The Classroom Assessment Standards</i>	#1 #2

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TABLE A.1 (Continued)

CHAPTER LEARNING GOAL	ALIGNED SUCCESS INDICATORS	SUPPORTIVE CHAPTER ACTIVITIES	RELEVANT STUDY GUIDE QUESTIONS
<p>3. Understand the following concepts in assessment use and be able to lead others in their ethical and appropriate use: fairness, opportunity to learn, accommodations and modifications, confidentiality, test preparation.</p>	<p>Can create a school climate in which fairness and opportunity to learn are the hallmarks of student assessment.</p> <p>Can ensure that students in their school receive assessment accommodations as needed.</p> <p>Can lead teachers and others to provide ethical and appropriate test preparation.</p>	<p>Activity 7.1: Recognizing the Ethical and Appropriate Use of Student Assessment</p> <p>Activity 7.3: Assessment Accommodations</p> <p>Activity 7.4: Ethical and Unethical Test Preparation</p>	<p>#3</p> <p>#4</p> <p>#5</p>
<p>Chapter 8</p>			
<p>1. Understand the implications of recent teacher evaluation reforms for the evaluation of classroom assessment knowledge and skill and how that may affect professional development in assessment literacy.</p>	<p>Can explain the standards of sound classroom assessment practice (Chapters 2–5) on which evaluations of teacher performance can/should be based.</p> <p>Creates ways to observe, analyze, evaluate, and provide feedback on classroom assessment processes and instruments.</p> <p>Facilitates the conditions for effective adult learning in schools and secures professional development characterized by a long-term <i>process</i> that teaches new ideas and strategies through interaction with appropriate materials, hands-on practice, coaching, and collaboration.</p>	<p>Activity 8.1: Practicing With Teacher and Principal Evaluative Criteria in Assessment</p> <p>Activity 8.2: Personal Reflection on Classroom Assessment, Teacher Evaluation, and Professional Development</p> <p>Activity 8.4: Verifying Teachers' Content Knowledge and Assessment Competence</p>	<p>#2</p> <p>#3</p> <p>#4</p> <p>#5</p>
<p>2. Become familiar with various measures used for teacher evaluation and their connection to assessment literacy.</p>	<p>Can explain the standards of sound classroom assessment practice (Chapters 2–5) on which evaluations of teacher performance can/should be based.</p> <p>Considers interview questions that relate to the classroom assessment literacy of candidates for teaching positions.</p>	<p>Activity 8.3: Practicing Linking Evaluation Results to Professional Development Recommendations</p> <p>Activity 8.4: Verifying Teachers' Content Knowledge and Assessment Competence</p>	<p>#3</p>
<p>3. Understand how the evaluation process can connect to and drive the district staff development program, and why.</p>	<p>Facilitates the conditions for effective adult learning in schools and secure professional development characterized by a long-term <i>process</i> that teaches new ideas and strategies through interaction with appropriate materials, hands-on practice, coaching, and collaboration.</p>	<p>Activity 8.1: Practicing With Teacher and Principal Evaluative Criteria in Assessment</p> <p>Activity 8.2: Personal Reflection on Classroom Assessment, Teacher Evaluation, and Professional Development</p> <p>Activity 8.3: Practicing Linking Evaluation Results to Professional Development Recommendations</p> <p>Activity 8.4: Verifying Teachers' Content Knowledge and Assessment Competence</p>	<p>#1</p> <p>#2</p> <p>#4</p> <p>#5</p>

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CHAPTER LEARNING GOAL	ALIGNED SUCCESS INDICATORS	SUPPORTIVE CHAPTER ACTIVITIES	RELEVANT STUDY GUIDE QUESTIONS
4. Know how to unpack teacher evaluative criteria.	<p>Can explain the standards of sound classroom assessment practice (Chapters 2–5) on which evaluations of teacher performance can/should be based.</p> <p>Considers interview questions that relate to the classroom assessment literacy of candidates for teaching positions (see Activity 8.3).</p>	<p>Activity 8.1: Practicing With Teacher and Principal Evaluative Criteria in Assessment</p> <p>Activity 8.2: Personal Reflection on Classroom Assessment, Teacher Evaluation, and Professional Development</p> <p>Activity 8.3: Practicing Linking Evaluation Results to Professional Development Recommendations</p>	#1 #2
Chapter 9			
1. Understand basic concepts in quantitative data analysis.	Can offer reasonable interpretations of data displays and reports	Activity 9.1: Internet Scavenger Hunt	#1 #2
2. Understand a process for problem solving based on data.	<p>Can create data overviews from school and/or district data reported by the state or from interim assessments and common assessments.</p> <p>Can offer reasonable interpretations of data displays and reports.</p> <p>Can lead building/district colleagues in a data-use process that results in improved teaching and learning.</p> <p>Does not use assessment results to serve purposes for which the assessment was not designed.</p>	Activity 9.2: Dipping Into Data	#3 #4
3. Lead and support teachers in understanding and problem solving with data.	<p>Can create data overviews from school and/or district data reported by the state or from interim assessments and common assessments.</p> <p>Can offer reasonable interpretations of data displays and reports.</p> <p>Can lead building/district colleagues in a data-use process that results in improved teaching and learning.</p> <p>Does not use assessment results to serve purposes for which the assessment was not designed.</p>	<p>Activity 9.2: Dipping Into Data</p> <p>Activity 9.3: Scenario Discussions</p>	#3 #4

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TABLE A.1 (Continued)

CHAPTER LEARNING GOAL	ALIGNED SUCCESS INDICATORS	SUPPORTIVE CHAPTER ACTIVITIES	RELEVANT STUDY GUIDE QUESTIONS
Chapter 10			
<p>1. Know how to review a school or district policy for alignment with sound assessment practice.</p>	<p>Can lead a policy review process.</p> <p>Knows the key features of an assessment policy.</p> <p>Can identify sound and unsound assessment practices that may be present in school or district policy.</p> <p>Can develop or revise policies using quality assessment as a guide.</p>	<p>Activity 10.1: Using School/District Policies to Support Quality Assessment</p>	<p>#2</p> <p>#3</p>
<p>2. Understand how the school or district policy manual can act as a system of policies that support sound assessment practice.</p>	<p>Can identify sound and unsound assessment practices that may be present in school or district policy.</p> <p>Can develop or revise policies using quality assessment as a guide.</p> <p>Can implement new or revised policies via staff communication and discussion and with appropriate professional development.</p>	<p>Activity 10.1: Using School/District Policies to Support Quality Assessment</p>	<p>#1</p>
<p>3. Describe how and where assessment fits into numerous policies related to student learning and well-being.</p>	<p>Knows the key features of an assessment policy.</p> <p>Can identify sound and unsound assessment practices that may be present in school or district policy.</p>	<p>Activity 10.1: Using School/District Policies to Support Quality Assessment</p>	<p>#1</p> <p>#3</p> <p>#4</p>