

Assessment Literacy and SB1

Being *assessment literate* means you are “skilled both in gathering accurate information about student learning and in using it effectively to promote further learning” (Stiggins).

Assessment literate educators know:

- The content and skills they are assessing
- Why they are assessing it
- How best to assess the skill/knowledge of interest
- How to generate good examples of student performance
- What can potentially go wrong with the assessment and
- How to prevent that from happening

SB1 requires that the KBE disseminate a model curriculum framework that identifies instructional strategies as well as assessment strategies.

SB1 defines *formative assessment* as a “process used by teachers and students during instruction to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.”

SB1 allows schools to include “commercial assessments” as formative tools.

SB1 defines *interim assessment* as “assessments that are given periodically throughout the year to provide diagnostic information and to show individual student performance against content standards.”

SB1 defines *summative assessment* as “assessment given at the end of the school year, semester, or other period of time to evaluate students’ performance against content standards within a unit of instruction or a course.”

SB1 requires *diagnostic assessments* to measure school readiness in reading and mathematics for all schools that enroll primary students.

SB1 allows schools to develop their own diagnostic, formative and interim assessments.

SB1 utilizes the term “interim assessment” in multiple ways.

SB1 requires that KDE provide professional development programs that support assessment literacy.

SB1 requires that the KBE utilize Commonwealth school improvement funds to provide grants to schools that support teachers and administrators in the better use of formative and summative, performance-based assessments.