



ASSESSMENT LITERACY ABSTRACTS

1. Webb, Norman L. "Assessment Literacy in a Standards-Based Urban Education Setting". Wisconsin Center for Education Research, University of Wisconsin (Madison). Presented to the American Educational Research Association Annual Meeting in New Orleans, LA April 2002.

This report presents ongoing work in Milwaukee Public Schools concerning assessment literacy. Assessment literacy is defined as the knowledge of 1) the means for assessing what students know and can do, 2) the interpretation of the results from these assessments, and 3) application of assessment results to improve student learning and program effectiveness. Growing emphasis on assessment use and implementation reflects increased state and federal mandates, and schools are moving toward data-based decision-making and accountability. However, many teachers have limited understanding of how to design and apply assessments. This paper describes the necessary skill set, and follows one city's approach to realizing assessment literacy -and addressing the associated challenges—in its public school system.

2. Bracey, Gerald W. "Thinking About Tests and Testing: A Short Primer in Assessment Literacy". Washington, DC: American Youth Policy Forum, with the National Conference of State Legislatures (Denver, CO).

Bracey describes the need for assessment literacy in this era of testing and standards. There are many myths about uses of testing and invalid interpretations of data, and this encyclopedic glossary of terms is designed to take the first step in dispelling those misunderstandings. Terms explored in Parts I and II include: statistics essential to understanding testing concepts and for talking intelligently about tests; fundamental terms of testing; and fundamental terms of testing. Part III introduces discussions about testing issues and seeks to raise public understanding about assessment as a tool.

3. Stiggins, Richard J. "Learning Terms for Assessment Literacy". Ontario Institute for Studies in Education for the University of Toronto: Magazine for Schools. Volume 30, number 4, 2000. "Classroom Assessment".

Teachers face a rapidly growing need for assessment literacy. Every set of standards developed recently holds the expectation that teachers will be competent in assessment. Moreover, teachers spend one third of their time doing assessment-related activities. There is a great need for assessment education, and until higher education responds to this demand, local school districts must fill the gap in assessment literacy. This article fully defines assessment literacy and describes assessment standards. Three options (workshops, learning teams, and individual study) of planning professional development to meet these standards are outlined, including plans for training implementation.

For more information, you can read the full reports on the Web:

Gerald W. Bracey: <http://www.pac.dodea.edu/edservices/TestData/Bracey%20Testing.pdf>

Norman L. Webb:

<http://www.wcer.wisc.edu/archive/mps/AERA2002/Assessment%20literacy%20NLW%20Final%20032602.pdf>

Richard J. Stiggins: http://www.oise.utoronto.ca/orbit/documents/assessment_flyer.pdf