

Assessment Literacy encompasses the full range of skills educators need to use assessments effectively in classrooms. The Assessment Literacy Continuum is designed to organize these skills into a manageable framework. It does this in two ways. First, it organizes the skills into four broad categories: the educator’s intended use (purpose), whether the assessment matches the intended use (alignment), how the information gained from the assessment will inform practice (instruction), and how results will be shared with students and other stakeholders (communication). Second, it organizes important assessment literacy skills into a progression.

How to Use Continuum: Start by focusing on the "beginning" skills. Then, move on to "progressing" and "strengthening" skills. The continuum is not an evaluation tool; it does not include descriptors of success. It is a way to frame important conversations about how an assessment is used to improve student learning.



	Purpose	Alignment	Instruction	Communication
Beginning	<ul style="list-style-type: none"> ● I am able to articulate the purpose(s) of an assessment. ● I am able to select a type of assessment that is aligned to my purpose(s). 	<ul style="list-style-type: none"> ● I am able to articulate the concepts, procedures, or applications I am assessing. ● I document the standards or objective I am assessing. ● I ensure that assessment tasks match the standard or objective. 	<ul style="list-style-type: none"> ● I establish expectations for results at the classroom level prior to administering an assessment. ● I implement at least one strategy if results of an assessment do not meet expectations. ● I analyze and track results consistent with my purpose. 	<ul style="list-style-type: none"> ● I share results of assessments with students, families, and colleagues. ● I implement multiple strategies for building students’ understanding of assessment results.
Progressing	<ul style="list-style-type: none"> ● I consider multiple assessments and other data sources before assessing. ● I can identify the place an assessment has in my overall assessment strategy. ● I evaluate the costs and benefits of using an assessment. 	<ul style="list-style-type: none"> ● I ensure that assessment tasks match the intended depth of knowledge. ● The accommodation or modification strategies I develop for accessing an assessment retain alignment to the standard or objective. 	<ul style="list-style-type: none"> ● I establish expectations for individual student results. ● I modify my classroom instruction based on assessment results. ● I analyze results to notice trends and patterns across students. 	<ul style="list-style-type: none"> ● I provide constructive feedback to students and time for them to apply that feedback to their work. ● I have consistent communication strategies across assessments. ● I collaborate with colleagues and families to understand students’ progress.
Strengthening	<ul style="list-style-type: none"> ● I use assessments to gain information about students not meeting a standard or objective. ● I use assessments to gain information about students who exceed a standard or objective. 	<ul style="list-style-type: none"> ● I review assessments to check for bias. ● My modifications for students who exceed a standard retain coherence with the standard or objective. 	<ul style="list-style-type: none"> ● I modify instruction for students who exceed a standard or objective. ● I establish expectations for growth, both for individuals and the group. ● I improve the assessment I use based on results. 	<ul style="list-style-type: none"> ● I build a culture where students invest in the content. ● I track feedback to students over time, and feedback builds on past feedback. ● I provide strategies that families can use to support student. ● I increase others’ understanding of assessments.