Foundational Principles of Quality Assessment

Competency

Educator uses the foundational principles of quality assessment practices to design classroom assessments and assessment practices and processes to provide all important stakeholders (educators, students, families, policymakers, etc.) with useful information about student learning.

Key Method

The educator uses the foundational principles of quality assessment to guide the planning, implementation, and assessment of classroom instruction.

Method Components

Why are the foundational principles of quality assessment practices important?

To best promote meaningful student learning and make sound instructional decisions using assessment information, the foundational principles of quality assessment practices must be understood and applied throughout the teaching and learning process. It is also important that all stakeholders who make decisions using information derived from assessment practices—from students to families, educators to policymakers, and community members—are grounded in these foundational principles. Each of the foundational principles is listed below.

Components of the foundational principles of quality assessment
Each of the foundational principles must be in place to support quality assessment practices. They cannot be used in isolation from one another.

Assessment Literacy Stack
Last Revised on Mar 16, 2022

- All assessments must arise from and serve a clear and specific **purpose**—that is, they must provide the right information for the right people to be used in the right way.
- All assessments must be designed and developed to reflect developmentally and academically appropriate **learning targets**, be culturally responsive, and be clearly understood by students, educators, and families.
- Each assessment must **accurately reflect** each student's level of mastery of the learning target(s) assessed.
- Results must be **effectively communicated** in a way that provides clear meaning for the intended user(s).
- All assessment users must attend to assessment practices that **engage students** and encourage them to strive for learning success.
- All assessments must be **fair and unbiased.**

Each of the foundational principles has connected reflection questions that help educators determine their level of understanding and application in each area. For examples, see p. 5 of the Classroom Assessment for Student Learning resource linked below.

Applying the foundational principles

Each of the foundational principles has connected classroom competencies that help educators determine their level of understanding and application in each area.

Examples of application:
- Purpose—In a language class, the educator may tell students that he or she will be listening for accurate use of present tense verbs and verb placement in questions and statements while students are engaging in conversation situations in small groups and pairs. He or she would convey to students that the information will be used to determine students' future learning needs (more work on current topic or parts of it or to move on).
- Learning Targets—Instead of saying, "Use present tense verbs in questions and statements," the educator might state the target in student-friendly language. "Ask and answer questions about what people usually do."
- Accurately Reflect Learning—In a history class, instead of a true/ false or a multiple-choice test for students to convey the impact of the Monroe Doctrine on future US foreign policy, the educator may choose a graphic organizer such as a cause/effect chart for students to fill out.
- Effective Communication—In math class, student samples of practice problems that did not meet proficiency are analyzed for common errors, and then the educator uses these errors to guide groupings for remedial instruction.

- Student Engagement—In a science class, students give input on the design of a scoring rubric. They then use the scoring rubric to score their own dioramas and those of peers.
- Fair and Unbiased--In a math class, the assessment is designed using academic language that has been taught to students and problems are constructed using familiar language.

For more examples of classroom competencies, see p. 11 of the Classroom Assessment for Student Learning in the Resources section.

Supporting Rationale and Research

Black, P. J., & William, D. (1998). Assessment in Education: Principles, Policy & Practice. *Assessment and Classroom Learning*, 5(1), 7–74. Retrieved from https://www.gla.ac.uk/t4/learningandteaching/files/PGCTHE/BlackandWiliam1998.pdf

Oregon Education Association, et al. *A New Path for Oregon: System of Assessment to Empower Meaningful Student Learning*. Retrieved from https://digital.osl.state.or.us/islandora/object/osl%3A16866

Chappuis, Jan. "Helping Students Understand Assessment." Educational Leadership, vol. 63, no. 3, Nov. 2005, pp. 39–43, https://drive.google.com/file/d/1bAj00ZceUInJABOWURfgXPivEK45QgRq/view?usp=sharing

Resources

Student Assessment
Classroom Assessment for Student Learning—5 Keys

Resources for Student-Centered Assessment

Make Formative Assessment More Student-Centered

Redesigning Systems of Assessments for Student-Centered Learning

Key Users

Assessment Literacy Stack
Last Revised on Mar 16, 2022

> [For Every Child, Multiple Measures: What Parents and Educators Want from K-12 Assessments](#)
>
> Formative Assessment
> [PLC modules—Oregon Formative Assessments for Students and Teachers](#)
>
> [Assessment for Learning—10 Principles](#)

Submission Guidelines & Evaluation Criteria

> *To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient rating for all components in Part 2.*

Part 1. Overview Questions (Provide Context)

(175 - 250 words)

Please answer the following contextual questions to provide understanding of your current situation. Please do not include any information that will make you identifiable to your reviewers.

What do you think assessment means? What does assessment look like in your classroom? How do you feel about assessment?

Passing: Educator states a clear and concise opinion about the definition of assessment and uses personal examples to illustrate what it looks like in the classroom and the basis for how the educator feels about assessment.

(175 - 250 words)

How do you currently engage students in quality assessment practices in your classroom? What do your students think assessment means? How do they feel about it?

Passing: Educator states concrete examples of engaging students in quality assessment practices. Educator uses specific examples to support their perception of how students think and feel about assessment.

(175 - 250 words)

What do your current assessment practices and the engagement of students in them show you about where you might need to further develop your quality assessment practices? How do you support English language learners and students with disabilities during assessments?
Passing: Educator response includes a clear assessment of current practices. Response includes concise examples of how the educator might further develop quality assessment practices and/or more deeply engage students.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **three artifacts** as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Unit of Study Annotation
Choose a unit of study you are currently teaching or will teach soon. Educator annotates where each of the five foundational principles is represented in the unit. For example, find all the components where the unit demonstrates the principle of clear purpose, highlight them, and explain how those components illustrate this principle.

Artifact 2: Gap Analysis
Identify the strengths and gaps of your unit of study in relation to which foundational principles were highly represented with quality and which were not.

Artifact 3: Revision
Rewrite or revise your unit of study incorporating improvements based on your gap analysis and annotate those improvements (How did you better incorporate the foundational principles and why?).

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: Unit of Study Annotation	Each of the foundational principles is identified throughout the unit of study, with a clear description of how the principle is demonstrated in each instance.	Although all foundational principles are identified, they may not be identified throughout the unit of study and the description is limited.	Not all foundational principles are identified. Those identified may have a limited and/or absent description.

Artifact 2: Gap Analysis	Clearly describes strengths, gaps, and possible improvements.	Limited in its description of the strengths, gaps, and improvements.	Reflection on the quality of application is absent or minimal and does not clearly describe the strengths, gaps, and improvements.
Artifact 3: Revision	Resolves gaps present in original unit to clearly address and thoroughly include all foundational principles.	Although changes are made, gaps are not completely resolved and/or not all foundational principles are addressed clearly.	Gaps are not resolved and the connection to all foundational principles is unclear.

Part 3. Reflection

(350 - 500 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please answer the following reflective questions. *Please do not include any information that will make you identifiable to your reviewers.*

How do the process of annotation, gap analysis, and revision process improve the following?
- Your understanding and application of the foundational principles of quality assessment practices
- The learning of your students
- The learning of English language learners and students with disabilities
- Communication with families, students, and other important education stakeholders

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.

Assessment Literacy Stack
Last Revised on Mar 16, 2022