

## SELF-PERCEIVED LEVEL OF SKILL DEVELOPMENT IN ASSESSMENT

In this survey you are asked to rate your self-perceived level of skill development in assessment. The statements are based on, and in some cases taken directly from two sources: (1) the January 2013 draft of the AYA( 7-12) Assessment of Professional Knowledge (competency 0004) of the Ohio Assessment for Educators (OAE) currently being developed by Pearson, and (2) the seven *Standards for Teacher Competence in Educational Assessment of Students* developed by the American Federation of Teachers, National Council on Measurement in Education, and National Education Association (AFT, NCME, & NEA, 1990).

A rating of “5” means you feel very competent in this area; a rating of “4” means you feel somewhat proficient in the area; a rating of “3” means you perceive having some basic skill in this area; a rating of “2” means you sense you have very little skill in this area; a “1” means you believe you have no skill in this area or you don’t understand what the question is asking.

<b>RATING MY CURRENTLY LEVEL OF SKILL IN . . .</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>The first dozen are taken from the OAE draft materials AYA 7-12 Assessment of Professional Knowledge competency 0004</i>					
<b>01. demonstrating knowledge of important assessment concepts, such as reliability, validity, and bias</b>					
<b>02. demonstrating knowledge of the characteristics, uses, advantages, and limitations of various types of INFORMAL FORMATIVE assessment</b>					
<b>03. demonstrating knowledge of the characteristics, uses, advantages, and limitations of various types of FORMAL SUMMATIVE assessment</b>					
<b>04. demonstrating knowledge of appropriate assessment instruments and practices for given instructional situations and needs</b>					
<b>05. demonstrating knowledge of how to select or construct assessment instruments for various purposes</b>					
<b>06. applying knowledge of strategies for integrating assessment and instruction thus aligning assessment with instructional goals</b>					
<b>07. applying knowledge of strategies for using assessment to monitor student understanding and to guide ongoing and future instruction</b>					
<b>08. demonstrating knowledge of the benefits of using multiple assessment methods to support instruction</b>					
<b>09. demonstrating knowledge of appropriate strategies for adapting classroom assessments for students with various characteristics and needs, including English language learners and students with exceptionalities</b>					
<b>10. applying knowledge of strategies for providing students with timely, accurate, and effective feedback</b>					
<b>11. applying knowledge of strategies for helping students use teacher assessment, peer assessment, and self-assessment to guide their own learning</b>					
<b>12. demonstrating knowledge of how to interpret assessment results and how to communicate assessment results to students and their families</b>					

	1	2	3	4	5
<b>RATING MY CURRENTLY LEVEL OF SKILL IN . . .</b>					
<i>The following 14 assessment skills are drawn from the other standards and support the practices mentioned in the first 12 skills</i>					
<b>13. using “backward design” to shift the focus from teaching (input) to learning (output)</b>					
<b>14. analyzing classroom questions and test items to determine the specific knowledge and thinking skills required for students to do them</b>					
<b>15. interconnecting the regulations of Ohio’s accountability system, professional standards of associations and classroom assessment</b>					
<b>16. administering and interpreting the results of externally produced assessments such as standardized state tests</b>					
<b>17. administering, scoring, and interpreting the results of assessments I produce as a teacher</b>					
<b>18. using assessment results when making decisions about developing curriculum</b>					
<b>19. using classroom assessment techniques to build student confidence, motivation, and engagement in their learning</b>					
<b>20. articulating my interpretations of assessment results and educational decisions made based on these results to lay audiences and stakeholders such as taxpayers and legislators</b>					
<b>21. recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information</b>					
<b>22. understanding the underlying characteristics of sound rubric development to encourage clear assessment targets and clear expectations</b>					
<b>23. providing effective, useful feedback on student work</b>					
<b>24. understanding the value-added movement in Ohio (e.g., how to access and interpret diagnostic reports; how value-added fits into the context of accountability; and how value-added information is used for school improvement)</b>					
<b>25. constructing scoring schemes that quantify student performance on classroom assessments into useful information for decisions about school and school district programs</b>					
<b>26. being a reflective learner myself by using a personal learning log, journal, or diary as I watch myself grow in confidence about classroom assessment</b>					

**Total up your points and place that value here \_\_\_\_\_**