

Stiggins 1991 Assessment Literacy

Assessment Literacy

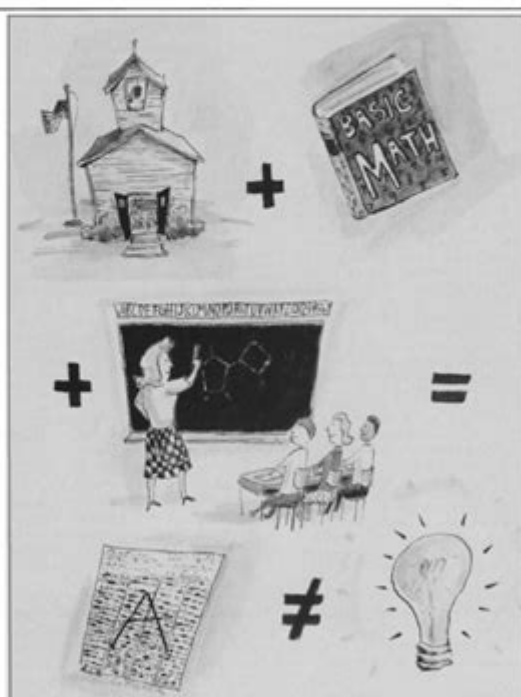
We allocate virtually no resources to train practitioners or interested others in sound methods of assessing learning outcomes, Mr. Stiggins avers. It's time, he believes, to change all that.

BY RICHARD J. STIGGINS

OVER THE PAST decade, educators and the public alike have become keenly aware of the importance of educational outcomes and high achievement standards. No longer is it sufficient, for purposes of "accreditation," that educators simply build the proper facilities, buy the right textbooks, maintain the proper student/teacher ratios, and have enough books in the library. Today, such process variables are to be used in the right combinations to produce the desired product: measured student learning.

Evidence abounds of our newfound devotion to outcomes. Virtually all local education agencies conduct districtwide testing programs. Nearly every state conducts a statewide testing program. Local and national news media devote major coverage to the presentation of outcome data, such as changing patterns of test

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Stiggins 1991 Assessment Literacy: Understanding its Enduring Impact on Education

Are you grappling with the complexities of assessment in education? Do you want to understand the foundational principles that shaped modern approaches to evaluating student learning? Then you've come to the right place. This comprehensive guide delves into Richard Stiggins' seminal 1991 work on assessment literacy, exploring its core concepts, lasting influence, and practical applications for educators today. We'll unpack the key elements, highlighting their relevance in a constantly evolving educational landscape. Prepare to gain a deeper understanding of how effective assessment

empowers both teachers and students.

What is Stiggins' 1991 Assessment Literacy?

Richard Stiggins, a prominent figure in educational measurement, introduced the concept of "assessment literacy" in his influential 1991 work. It's not just about understanding how to administer tests; it's about possessing a comprehensive understanding of the entire assessment process. Stiggins argued that effective assessment requires a multifaceted literacy encompassing the ability to:

Design and select appropriate assessments: This involves aligning assessments with learning objectives, choosing the right assessment method (e.g., formative, summative, authentic), and understanding the strengths and limitations of different assessment tools.

Administer and score assessments fairly and accurately: This includes ensuring standardized procedures, minimizing bias, and employing reliable scoring methods to ensure accurate interpretation of student performance.

Interpret and use assessment data effectively: This goes beyond simply assigning grades. It involves analyzing data to identify student strengths and weaknesses, inform instructional decisions, and track student progress over time.

Communicate assessment results clearly and meaningfully: This entails sharing assessment data with students, parents, and other stakeholders in a way that is understandable and actionable, fostering collaborative learning and improvement.

Use assessment to improve teaching and learning: This is the ultimate goal. Assessment literacy empowers educators to use assessment data to refine their instructional strategies, adapt their teaching to meet individual student needs, and ultimately enhance student learning outcomes.

The Enduring Relevance of Stiggins' Framework

While published over three decades ago, Stiggins' work on assessment literacy remains remarkably relevant. The core principles he outlined continue to guide best practices in educational assessment. His emphasis on aligning assessment with instruction, using a variety of assessment methods, and utilizing data for instructional improvement are cornerstones of effective teaching today. The rise of standardized testing has, in some ways, overshadowed the nuanced understanding of assessment that Stiggins advocated for. However, the need for assessment literacy remains critical to counterbalance the limitations of high-stakes testing and to foster a more holistic and student-centered approach to education.

Practical Applications of Assessment Literacy for Educators

Stiggins' framework provides a practical roadmap for educators seeking to improve their assessment

practices. By cultivating assessment literacy, teachers can:

Enhance student motivation: When students understand why they are being assessed and how the assessment results will be used to support their learning, they are more likely to engage actively in the assessment process.

Differentiate instruction effectively: Assessment data provides valuable insights into individual student needs, allowing teachers to tailor their instruction to meet diverse learning styles and abilities.

Promote student self-assessment: Assessment literacy empowers students to become active participants in their own learning by developing their self-assessment skills and reflecting on their strengths and weaknesses.

Improve communication with parents: Sharing assessment data effectively with parents fosters a collaborative partnership between home and school, enhancing student support and engagement.

Drive school-wide improvement: By embedding assessment literacy principles into school culture, educators can create a system of continuous improvement that benefits all students.

Beyond the Basics: Expanding the Scope of Assessment Literacy

While Stiggins' original work provides a strong foundation, the concept of assessment literacy has continued to evolve. Modern interpretations incorporate elements such as digital assessment, performance-based assessment, and the use of technology to analyze and visualize assessment data. Furthermore, the ethical considerations surrounding assessment, such as issues of bias and fairness, have gained increased prominence. Educators must strive for ongoing professional development to stay current with these advancements and incorporate them into their assessment practices.

Conclusion

Stiggins' 1991 work on assessment literacy remains a cornerstone of effective educational assessment. His framework provides a clear and comprehensive guide to understanding and applying assessment principles to improve teaching and learning. By embracing assessment literacy, educators can move beyond simply administering tests and embrace a holistic approach that empowers students, enhances instruction, and fosters a culture of continuous improvement. The enduring relevance of his work underscores the ongoing need for educators to cultivate a deep understanding of assessment's multifaceted role in education.

FAQs

Q1: How does Stiggins' work differ from other assessment theories? Stiggins' focus on literacy emphasizes the practical application and understanding of the entire assessment process, not just the technical aspects of test construction. Other theories might focus more heavily on psychometrics or specific assessment methods.

Q2: Is assessment literacy only for teachers? No, assessment literacy is relevant to all stakeholders in education, including students, parents, administrators, and policymakers. Everyone benefits from a shared understanding of how assessment can support learning.

Q3: What are some resources for developing assessment literacy? Numerous professional development opportunities, books, and online resources are available to help educators enhance their assessment literacy. Searching for resources related to "formative assessment," "summative assessment," and "assessment for learning" will yield valuable information.

Q4: How can I apply Stiggins' principles in my classroom immediately? Start by clearly defining learning objectives, aligning assessments with those objectives, and providing students with feedback that is specific, actionable, and focused on improvement.

Q5: How does Stiggins' work address issues of equity and fairness in assessment? Stiggins' emphasis on fair and accurate scoring, along with the selection of appropriate and unbiased assessment methods, directly addresses concerns about equity and fairness. Understanding bias in assessment is a crucial aspect of assessment literacy.

stiggins 1991 assessment literacy: Language Assessment Literacy Dina Tsagari, 2020-04-21 The field of language testing and assessment has recognized the importance and underlying theoretical and practical underpinnings of language assessment literacy (LAL), an area that is gradually coming to prominence. This book addresses issues that promote the concept of LAL for language research, teaching, and learning, covering a range of topics. It brings together 14 chapters based on high-stakes and classroom-based studies authored by academics, professionals and researchers in the field. The text examines diverse issues through a multifaceted approach, presenting high-quality contributions that fill a gap in a research area that has long been in need of theoretical and empirical attention.

stiggins 1991 assessment literacy: Developing Teachers' Assessment Literacy Kim Koh, Cecille DePass, Sean Steel, 2019-07-29 Since the turn of the 21st century, developing teachers' assessment literacy has been recognized as one of the key levers for improving instructional practice and student learning in light of the education reforms worldwide. A substantial body of literature is focused on teachers' assessment literacy or teachers' capacity in assessment, and teachers' continuing professional development in assessment. As we approach the third decade of the 21st century, developing teachers' assessment literacy needs to be more responsive to the need of both preservice and inservice teachers who come from linguistically and culturally diverse backgrounds. The authors concur that both preservice and inservice teachers in today's complex educational contexts require a deeper level of understanding of assessment. Additionally, teachers are highly encouraged to appreciate the history of educational assessment in different sociocultural and political contexts, as well as to know how to determine the merits of a range of assessment practices best suited for their lesson planning and classroom teaching. In this book, the authors discuss significant aspects of developing teachers' assessment literacy in different sociocultural and political contexts. Based on their respective educational backgrounds, academic experiences, and applied fields of study, each of the authors presents a critical response to the topic of assessment. Their accounts represent the complexity of the subject through a breadth and range of content and perspectives. By expanding the terms of reference regarding assessment, the authors have

developed a book with a far richer panorama on assessment as a springboard for inquiry.

stiggins 1991 assessment literacy: Handbook of Research on Assessment Literacy and Teacher-Made Testing in the Language Classroom White, Eddy, Delaney, Thomas, 2018-11-23 The evaluation of student performance and knowledge is a critical element of an educator's job as well as an essential step in the learning process for students. The quality and effectiveness of the evaluations given by educators are impacted by their ability to create and use reliable and valuable evaluations to facilitate and communicate student learning. The Handbook of Research on Assessment Literacy and Teacher-Made Testing in the Language Classroom is an essential reference source that discusses effective language assessment and educator roles in evaluation design. Featuring research on topics such as course learning outcomes, learning analytics, and teacher collaboration, this book is ideally designed for educators, administrative officials, linguists, academicians, researchers, and education students seeking coverage on an educator's role in evaluation design and analyses of evaluation methods and outcomes.

stiggins 1991 assessment literacy: Revolutionize Assessment Rick Stiggins, 2014-05-13 Confront the emerging assessment crisis in American education Rick Stiggins details profound changes in the mission of our schools that requires a bold new vision of excellence in assessment. He combines decades of experience with international research to define a vision that uses assessment to supercharge student learning, not merely measure it. This book: Analyzes the motivational psychology of being evaluated in the classroom from the student's perspective Offers strategies for engaging students in self-assessment in ways that maximize their engagement and confidences as they learn Details the long-missing conditions of classroom assessment literacy that must be in place in local schools

stiggins 1991 assessment literacy: Perspectives on Language Assessment Literacy Sahbi Hidri, 2020-06-08 Perspectives on Language Assessment Literacy describes how the elements of language assessment literacy can help teachers gather information about when and how to assess learners, and about using the appropriate assessment tools to interpret results in a fair way. It provides highlights from past and current research, descriptions of assessment processes that enhance LAL, case studies from classrooms, and suggestions for professional dialogue and collaboration. This book will help to foster continuous learning, empower learners and teachers and make them more confident in their assessment tasks, and reassure decision makers that what is going on in assessment meets international benchmarks and standards. It addresses issues like concepts and challenges of assessment, the impacts of reflective feedback on assessment, the ontogenetic nature of assessment literacy, the reliability of classroom-based assessment, and interfaces between teaching and assessment. It fills this gap in the literature by addressing the current status and future challenges of language assessment literacy. This book will be of great interest for academics, researchers, and post-graduate students in the fields of language assessment literacy and English language teaching.

stiggins 1991 assessment literacy: Handbook of Second Language Assessment Dina Tsagari, Jayanti Banerjee, 2016-03-07 Second language assessment is ubiquitous. It has found its way from education into questions about access to professions and migration. This volume focuses on the main debates and research advances in second language assessment in the last fifty years or so, showing the influence of linguistics, politics, philosophy, psychology, sociology, and psychometrics. There are four parts which, when taken together, address the principles and practices of second language assessment while considering its impact on society. Read separately, each part addresses a different aspect of the field. Part I deals with the conceptual foundations of second language assessment with chapters on the purposes of assessment, and standards and frameworks, as well as matters of scoring, quality assurance, and test validation. Part II addresses the theory and practice of assessing different second language skills including aspects like intercultural competence and fluency. Part III examines the challenges and opportunities of second language assessment in a range of contexts. In addition to chapters on second language assessment on a national scale, there are chapters on learning-oriented assessment, as well as the uses of

second language assessment in the workplace and for migration. Part IV examines a selection of important issues in the field that deserve attention. These include the alignment of language examinations to external frameworks, the increasing use of technology to both deliver and score second language tests, the responsibilities associated with assessing test takers with special needs, the concept of 'voice' in second language assessment, and assessment literacy for teachers and other test and score users.

stiggins 1991 assessment literacy: Learning to Assess Christopher DeLuca, Jill Willis, Bronwen Cowie, Christine Harrison, Andrew Coombs, 2024-01-01 This book presents a new framework for how teachers develop their assessment capacity, based on a multi-year study conducted in four countries—Australia, Canada, England, and New Zealand—which focused on student-teacher learning in assessment throughout their initial teacher education programs. It examines how teacher learning is shaped by the complex dynamics of assessment capacity within larger teacher education contexts. The framework proposed here identifies four domains involved in cultivating assessment capacity and characterizes assessment learning as always integrating cognitive, philosophical, and moral dimensions with assessment's social, emotional, and physical dimensions, while recognizing that each capacity is continually shaped by the learning context. The book draws on the survey of teacher education programs in each of the four focal countries and data from student teachers to shed light on how the various pedagogies, program structures, and policies encountered provide beginning teachers with codes for classifying and framing assessment capacity and form a template for developing this capacity throughout their careers. Offering suggestions for future research and teacher education practice, the book concludes with an outlook on future steps to cultivate teachers' assessment capacity.

stiggins 1991 assessment literacy: Student-centered Classroom Assessment Richard J. Stiggins, 1997 The book elucidates the fundamental importance of high-quality assessment to student academic well-being and promotes the development of student self-assessment as a critically important life skill. Provides a clear, common sense description of all assessment methods (selected response, essay, performance, and personal communication) and how to align them with relevant achievement targets (knowledge, reasoning, skills, products, and dispositions). Easy-to-read and free of technical jargon, this book focuses squarely on what teachers need to know in order to make assessment work in classrooms.

stiggins 1991 assessment literacy: Teaching on Assessment Sharon L. Nichols, Divya Varier, 2021-03-01 In an age where the quality of teacher education programs has been called into question, it is more important than ever that teachers have a fundamental understanding of the principles of human learning, motivation, and development. Theory to Practice: Educational Psychology for Teachers and Teaching is a series for those who teach educational psychology in teacher education programs. At a time when educational psychology is at risk of becoming marginalized, it is imperative that we, as educators, "walk our talk" in serving as models of what effective instruction looks like. Each volume in the series draws upon the latest research to help instructors model fundamental principles of learning, motivation, and development to best prepare their students for the diverse, multidimensional, uncertain, and socially-embedded environments in which these future educators will teach. The inaugural volume, Teaching on Assessment, is centered on the role of assessment in teaching and learning. Each chapter translates current research on critical topics in assessment for educational psychology instructors and teacher educators to consider in their teaching of future teachers. Written for practitioners, the aim is to present contemporary issues and ideas that would help teachers engage in meaningful assessment practice. This volume is important not only because of the dwindling presence of assessment-related instructional content in teacher preparation programs, but also because the policy changes in the last two decades have transformed the meaning and use of assessment in K-12 classrooms. Praise for Teaching on Assessment This thought-provoking book brings together perspectives from educational psychology and teacher education to examine how assessment can best support student motivation, engagement, and learning. In the volume, editors Nichols and Varier present a set of

chapters written by leaders in the field to examine critical questions about how to best prepare teachers to make instructional decisions, understand assessment within the context of learning and motivation theory, and draw on assessment in ways which can meet the needs of diverse learners. Written in a highly accessible language and style, each chapter contains clear takeaway messages designed for educational psychologists, teacher educators, teachers, and pre-service teachers. This book is essential reading for anyone involved in teaching or developing our future teaching professionals. Lois R. Harris, Australian Catholic University This impressive book provides a wealth of contemporary and engaging resources, ideas and perspectives that educational psychology instructors will find relevant for helping students understand the complexity of assessment decision-making as an essential component of instruction. Traditional assessment principles are integrated with contemporary educational psychology research that will enhance prospective teachers' decision-making about classroom assessments that promote all students' learning and motivation. It is unique in showing how to best leverage both formative and summative assessment to boost student engagement and achievement, enabling students to understand how to integrate practical classroom constraints and realities with current knowledge about self-regulation, intrinsic motivation, and other psychological constructs that assessment needs to consider. The chapters are written by established experts who are able to effectively balance presentation of research and theory with practical applications. Notably, the volume includes very important topics rarely emphasized in other assessment texts, including assessment literacy frameworks, diversity, equity, assessment strategies for students with special needs, and data-driven decision making. The book will be an excellent supplement for educational psychology classes or for assessment courses, introducing students to current thinking about how to effectively integrate assessment with instruction. James McMillan, Virginia Commonwealth University.

stiggins 1991 assessment literacy: Educational Assessment Christine Harrison, Constant Leung, David Pepper, 2023-10-19 This book explores and builds on the extraordinary work of Professor Paul Black across assessment and pedagogy across the curriculum, including STEM, humanities and social science subjects. This book explores the influence that Black has had within educational settings focusing on interpretations of the work and scholarship he has achieved across a range of settings and on the ways scholars, who have worked with him or been influenced by his ideas, have developed their research and teaching. The contributions are presented under three thematic sections, each of which reflects a set of shared educational concerns and values drawing on the natural and social sciences and developments in public policy. These concerns and values, with their emphasis on teacher assessment, provide a basis for a strategic, informed and coherent response to challenges in education, such as the cancellation of public examinations in the face of the Covid-19 pandemic.

stiggins 1991 assessment literacy: The Assessment of L2 Written English across the MENA Region Lee McCallum, Christine Coombe, 2020-12-19 This edited book brings together contributions from different educational contexts across the Middle East and North Africa (MENA) in order to explore how L2 English writing is assessed. Across seven MENA countries, the book covers aspects of practice including: task design and curriculum alignment, test (re)development, rubric design, the subjective decision making that underpins assessing students' writing and feedback provision, learner performance and how research methods help shed light on initiatives to improve student writing. In such coverage, chapter authors provide concrete evidence of how assessment practice is governed by their unique context, yet also influenced by international standards, trends and resources. This book will be of interest to second language teachers, assessors and programme developers as well as test designers and evaluators.

stiggins 1991 assessment literacy: Handbook Transdisciplinary Learning Thorsten Philipp, Tobias Schmohl, 2023-08-31 What is transdisciplinarity - and what are its methods? How does a living lab work? What is the purpose of citizen science, student-organized teaching and cooperative education? This handbook unpacks key terms and concepts to describe the range of transdisciplinary learning in the context of academic education. Transdisciplinary learning turns out

to be a comprehensive innovation process in response to the major global challenges such as climate change, urbanization or migration. A reference work for students, lecturers, scientists, and anyone wanting to understand the profound changes in higher education.

stiggins 1991 assessment literacy: Assessment of Online Learners Paolina Seitz, S. Laurie Hill, 2023-12-05 Assessment of Online Learners offers essential foundations, insights, and real-world examples for preservice teachers preparing to assess students in today's digitized classrooms. When aligned with intended curricula and best practices, assessment not only informs but enhances both instruction and student achievement, though the recent large-scale adaptation of face-to-face learning to online platforms has yielded new challenges and responsibilities for teachers. This book explores shifts in the research and practice of assessment in online environments, the reconceptualization of course content and assessment frameworks in teacher education, the collection of fair and accurate assessment evidence reflecting students' virtual learning, and more. Drawing from experienced Canadian instructors who overcame the inherent technological obstacles, these chapters showcase how unprecedented changes in schooling can lead to pedagogical renewal, program reevaluation, and a broader understanding of instruction and assessment practices.

stiggins 1991 assessment literacy: Culturally and Socially Responsible Assessment Catherine S. . Taylor, 2022 This book addresses a problem that affects the work of all educators: how traditional methods of assessment undermine the capacity of schools to serve students with diverse cultural and social backgrounds and identities. Anchored in a commonsense notion of validity, this book explains how current K-12 assessment practices are grounded in the language, experiences, and values of the dominant White culture. It presents a timely review of research on bias in classroom and large-scale assessments, as well as research on how students' level of engagement influences their performances. The author recommends practices that can improve the validity of students' assessment performances by minimizing sources of bias, using culturally responsive assessment tools, and adopting strategies likely to increase students' engagement with assessment tasks. This practical resource provides subject-specific approaches for improving the cultural and social relevance of assessment tools and offers guidance for evaluating existing assessment instruments for bias, language complexity, and accessibility issues. Book Features: Research-based recommendations for improving assessment fairness, validity, and cultural/social relevance. Practices that have been shown to improve the effectiveness of classroom assessments in supporting student learning. Concrete examples of how to create culturally relevant assessment tasks that target valued learning goals in language arts, mathematics, social studies, and science classrooms. Appendixes that provide tools educators can use to improve grading practices.

stiggins 1991 assessment literacy: Digital Feedback Methods Jennifer Schluer, 2022-09-05 The crucial role of feedback in the learning process is undisputed. But how can feedback be exchanged in the digital age? This book equips teachers and learners with a research-based overview of digital feedback methods. This includes, for instance, feedback in text editors, cloud documents, chats, forums, wikis, surveys, mails as well as multimodal feedback in video conferences and recorded audio, video and screencast feedback. The book discusses the advantages and limitations of each digital feedback method and offers suggestions for their practical application in the classroom. They can be utilized in online teaching as well as to enrich on-site teaching. The book also provides ideas for combining different feedback methods synergistically and closes with recommendations for developing dynamic digital feedback literacies among teachers and students.

stiggins 1991 assessment literacy: Bridging Teaching, Learning and Assessment in the English Language Classroom Tijen Akşit, Hande Işıl Mengü, Robin Turner, 2018-11-12 Learning English as a foreign language in any formal education context requires opportunities for learners and teachers to give and receive feedback on the teaching learning process as it is happening. These opportunities could be created via various in-class activities specifically designed for this purpose. Teachers who create and use these diagnostic opportunities effectively detect what learners need in a timely fashion, and provide remedial teaching in the right time and mode, so that chances can be created for learners to improve their learning. There is no one universally accepted way of how to do

this, however, with various approaches for collecting, analyzing and reviewing data for this purpose. This book encapsulates the unbreakable relationship between teaching, learning and assessment through a range of articles which scrutinize assessment from a wide spectrum, ranging from the role of assessment in language learning to ELT teacher assessment literacy, from the use of technology in classroom-based assessment to practicing teachers' reflections on their teacher classroom action research, and from the role of the Common European Framework of Reference for Languages (CEFR) to empirical data analysis.

stiggins 1991 assessment literacy: Teaching Chinese Language in Singapore Kay Cheng Soh, 2018-05-17 This book presents the experiences of Chinese Language researchers in Singapore to Chinese Language researchers and teachers in other countries and regions, such as the USA, the UK and Asia, that are home to a large number of learners, young and old. As such, the innovative ideas it provides can be applied in practising teachers' classrooms to promote more effective and efficient student learning. Beyond pedagogical innovations, the book also includes papers on the assessment of Chinese Language learning and teacher literacy – two areas that have been largely neglected by the Chinese Language research and teaching communities, not only here in Singapore, but also around the world. This book, the sequel to "Teaching Chinese Language in Singapore: Retrospect and Challenges" (Springer, 2016), is future-oriented, highlighting ideas that merit further attention from researchers and practitioners alike.

stiggins 1991 assessment literacy: The SAGE Handbook of Research on Teacher Education D. Jean Clandinin, Jukka Husu, 2017-06-14 The SAGE Handbook of Research on Teacher Education offers an ambitious and international overview of the current landscape of teacher education research, as well as the imagined futures. The two volumes are divided into sub-sections: Section One: Mapping the Landscape of Teacher Education Section Two: Learning Teacher Identity in Teacher Education Section Three: Learning Teacher Agency in Teacher Education Section Four: Learning Moral & Ethical Responsibilities of Teaching in Teacher Education Section Five: Learning to Negotiate Social, Political, and Cultural Responsibilities of Teaching in Teacher Education Section Six: Learning through Pedagogies in Teacher Education Section Seven: Learning the Contents of Teaching in Teacher Education Section Eight: Learning Professional Competencies in Teacher Education and throughout the Career Section Nine: Learning with and from Assessments in Teacher Education Section Ten: The Education and Learning of Teacher Educators Section Eleven: The Evolving Social and Political Contexts of Teacher Education Section Twelve: A Reflective Turn This handbook is a landmark collection for all those interested in current research in teacher education and the possibilities for how research can influence future teacher education practices and policies.

stiggins 1991 assessment literacy: Classroom-based Assessment in L2 Contexts Dina Tsagari, 2016-06-22 This edited volume addresses issues that promote the notion of Classroom-based Language Assessment (CBLA) for the academic community and beyond. The book explores recent thinking and research on CBLA within the fields of language testing, assessment and general education based on theoretical and research papers presented at the recent CBLA SIG – EALTA Symposia held in Cyprus and the pre-conference EALTA workshops in various countries around Europe. The volume contains 17 chapters which involve both high-stakes tests and classroom-based assessments conducted by academics, professionals and researchers in the field. It brings together high-quality submissions that cover a gap in a research area that has long been in need of theoretical and empirical attention. Overall, this edited collection, with its international scope, offers a ground-breaking resource, bringing together in balanced relationship the fields of education and second language testing and assessment.

stiggins 1991 assessment literacy: Assessing Communication Education William G. Christ, 2013-11-05 Designed as a handbook, this text provides media, speech (public speaking, interpersonal, small group, and organizational communication), and theatre educators with both the theoretical and practical ammunition to fight the assessment battles on their campuses. The philosophical implications of accountability are balanced with concrete, specific, and usable assessment strategies. Stressing student, faculty, course, program, department, and institutional

assessment, this book's aim is to provide, in one place, information that will help diverse and complex communication programs face the growing challenges in assessment. The book is divided into three sections: background and foundational information for assessment; broad assessment strategies that apply to a variety of media, speech, and theatre courses and programs; and context-specific assessment strategies. While covering a host of topics, it: * provides an overview of assessment and suggests how it might impact communication education, * discusses the elements of program assessment and how linkage of mission statements with outcomes can lead to strong, innovative programs, * compares and contrasts regional association requirements and presents a specific how-to strategy for writing outcome statements, * discusses teaching evaluation and argues that we need to identify the what of teaching before we try to measure the how, * looks at creative ways for formative and summative course evaluation that starts with the creation of an explicit syllabus, * discusses the use of capstone courses as a way of evaluating not only their major but also how students have integrated their total educational experience, * suggests the variety of ways that interpersonal communication can be assessed and calls for future research that stresses the knowledge component of learning, * reports on a strategy for developing small group communication assessment measures, and * provides media, speech, and theatre faculty and administrators with the background, understanding and tools to build stonger programs and develop better courses and educational experiences for their students.

stiggins 1991 assessment literacy: Assessment to Support Learning and Teaching

Dennis Alonzo, 2024-04-01 This book outlines the key problems associated with the intersections of assessment, learning and teaching, and presents guiding principles to effective assessment that schools can follow in order to optimise student outcomes. Addressing challenges such as competing conceptualisations of assessment, the burden of responsibility on teachers and conflicting views of what effective assessment actually is, this book provides an in-depth analysis of these problems, how they are explored, what factors influence them and their implications for learning and teaching. It proposes practical solutions to address these challenges, supported by 29 case studies that capture examples of practice from Asia, Europe, the USA and Australia. The book concludes with the key features of the effective implementation of assessment reform, based on findings from a variety of scenarios, across different contexts and levels of education. Providing critical insights and practical guidance, this book is an essential reference for teachers, school leaders and postgraduate students of education.

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Hüttner, Barbara Mehlmauer-Larcher, Susanne Reichl, 2012 This volume brings together articles written by experts in the thriving field of language teacher education from a variety of geographical and institutional contexts, with a particular focus on EFL.

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stiggins 1991 assessment literacy: Equity and Excellence in Educational Testing and

Assessment Michael T. Nettles, Arie L. Nettles, 2012-12-06 5 TABLE I Average Reading Proficiency and Achievement Levels by Race/Ethnicity Grades 4 8 and 12 1992 Reading Assessment Percentage of Student At or Above Percentage of Average Proficient Basic Below Basic Advanced I Students Proficiency I Grade 4 White 71 226 6 31 68 J2 69 16 193 0 Black 7 31 Hispanic 9 202 2 13 41 59 Asian/Pacific Islander 2 216 2 21 55 45 American Indian 2 208 2 15 50 50 Grade 8 70 White 268 3 34 77 23 Black 16 238 0 8 44 56 Hispanic 10 242 I 13 49 51 Asian/Pacific Islander 3 270 6 38 77 23 American Indian 1 251 I 18 60 40 Grade 12 White 72 297 4 43 82 18 Black 15 272 0 16 54 46 9 277 Hispanic 1 21 61 39 Asian/Pacific Islander 4 291 4 39 74 26 American Indian 0 272 I 24 S2 48 Source: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment. Reprinted from NAEP 1992 Reading Report Card for the Nation and the States. I be reading at the advanced level . A much higher percent of White Americans are performing at the proficient and advanced levels.

stiggins 1991 assessment literacy: Qualities of Effective Teachers James H. Stronge,

2018-03-21 Every teacher seeks to be an effective teacher. Every teacher wants to have a positive, remarkable, and lasting influence on students' lives. But what makes for an effective teacher? What role does teacher preparation play in teacher effectiveness? What do effective teachers do during planning, instruction, and assessment? How do they create a learning environment that engages and supports students? And how do effective teachers interact with their students to promote the best opportunities and results for all? In *Qualities of Effective Teachers*, 3rd edition, James H. Stronge explores these questions and more as he synthesizes the literature on teacher effectiveness. The result? A research-based framework for effective teaching that addresses: Professional knowledge Instructional planning Instructional delivery Assessment Learning environment Professionalism Stronge also examines characteristics of effective teachers of at-risk students and high-ability students. To bridge the gap between research and practice, he includes checklists of skills and positive qualities associated with effective teacher performance as well as red flags that indicate that teachers may not be reaching their full potential in the classroom. This resource is for any educator interested in improving teaching. It offers research-based advice for teachers who wish to improve their own performance, as well guidance for teacher leaders and supervisors, school administrators and department heads, staff development specialists, teacher and administrator educators, human resource specialists, and education policymakers and their staffs. Anyone who has a vested interest in students and their success can gain valuable insight and practical tools to ensure positive outcomes for all students. New to the 3rd edition: Introduction of the Framework for Effective Teaching and its six domains—professional knowledge; instructional planning; instructional delivery; assessment; learning environment; professionalism Chapter vignettes updated to illustrate the domains of the Framework for Effective Teaching Updated reference charts at the end of chapters, keyed to the subdomains of the Framework for Effective Teaching and expanded to include references for 21 century teachers Twenty-nine sidebars interspersed throughout chapters that provide state-of-the-art supplementary text on effective teaching practices and research findings Updated Teacher Skills Assessment Checklist, keyed to the domains of the Framework for Effective Teaching Updated Part 2 presents positive qualities and red flags associated with effective teachers, keyed to the domains of the Framework for Effective Teaching More than 1,000 entries in the References

stiggins 1991 assessment literacy: Teaching Chinese Language in Singapore Kaycheng Soh, 2016-03-18 This collection of articles begins with an overview of the Reviews from past decades, then goes on to describe the current practices, and foretells the possible future developments. This is followed by a discussion of the use of ICT and surveys on several professional aspects of teaching, including teachers' training needs and perception of student difficulties, assessment literacy, familiarity and use of language teaching strategies, as well as perceived social status and job satisfaction. The book ends with an extensive discussion of bilingualism and code-switching as well as the teaching of Chinese culture in Singapore schools. The comprehensive coverage provides a milestone in Chinese Language teaching in the multi-lingual context of Singapore.

stiggins 1991 assessment literacy: Learning to Change Andy Hargreaves, Lorna Earl, Shawn Moore, Susan Manning, 2002-03-14 The success of school reform measures greatly depends on the support and commitment of teachers. This book examines the realities of educational change from the frontline perspective of reform-minded teachers. It charts the perceptions and experiences of twenty-nine teachers in grades 7 and 8 from four school districts--showing how they grappled with such initiatives as integrated curriculum, common learning standards, and alternative modes of assessment. This book moves beyond the bandwagons of rhetorical change and examines how these changes work in practice for better and for worse. Authors Andy Hargreaves and Lorna Earl focus on how reform proposals have brought new complexities to teaching practice and why major investments of time and support are required if teaching innovations are to become lasting and effective. Most importantly, they highlight the intense emotional demands that school change imposes on teachers, and they outline practical strategies for helping teachers through the

difficult transition process--thus ensuring that worthwhile reforms flourish and endure.

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new and productive directions, making *The Routledge Handbook of Educational Linguistics* an essential volume for any student and researcher interested in the issues surrounding language and education, particularly in multilingual and multicultural settings.

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learning from students, teachers, and policymakers. The idea of assessment literacy also plays an important role in experiential learning, for example, reflection is often used in assessing students in experiential learning but how reflection literate are educators, are they aware of the ethical dilemmas that arise in assessing students? These questions are discussed in detail. The volume also introduces a quality assurance programme to recognise student development within experiential learning programmes. The book will be particularly informative to academic developers, teachers, students and community partners who struggle with the development and assessment for experiential learning, those who plan to apply for funding in experiential learning, and policymakers and senior managements seeking evidence and advice on fine-tuning curricular, assessment designs and quality assurance. The Open Access version of this book, available at www.taylorfrancis.com, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license.

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teachers. This core text for courses in classroom assessment is the leading text for courses where the focus is squarely on teaching teachers and preservice teachers how to assess students in their day-to-day classrooms. It takes a stronger focus than any other book on integrating assessment and instruction. And it provides very clear guidance on how to construct all types of items and tests, but also explains better than any other text what each type of item can and cannot assess.

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driving educational change. School leaders, system administration, teacher leaders, consultants, facilitators, educational researchers, staff developers and change agents of all kinds will find this book an indispensable resource for guiding them to both classic and cutting-edge understandings of educational change, no other work provides as comprehensive coverage of the field of educational change.

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