

## *Principle 2: Assessment is aligned to standards.*

### *Principle*

Principle 2 indicates that classroom assessments should be directly aligned with state standards for learning or instructional goals. Only if this alignment is achieved can classroom assessment data produce valid evidence regarding student mastery of the targeted standards/outcomes.

### *Goals*

Guiding principle 2 states that classroom assessment should

- align with the standards/benchmarks established and supported by the state and the local community for all students;
- align directly to the instructional activities utilized in classrooms; and
- provide clear evidence of mastery of the specified standards/benchmarks.

### *Guidelines*

- 2.1 Teachers use classroom assessment/instructional processes that are clearly aligned to state standards/benchmarks.
- 2.2 Teachers provide clear criteria for and exemplars/anchors of student work to clarify what is expected of students.
- 2.3 Teachers discuss criteria and exemplars with students early in the instructional process and prior to assessment.
- 2.4 Teachers evaluate student progress and achievement in relation to state standards/benchmarks.
- 2.5 Teachers use appropriate standards and criteria when assessing and evaluating students with special needs.

# *Assessment Literacy Continuum: Moving Toward Assessment for Learning*

## *Principle 2: Assessment is aligned to standards.*



<i>Awareness</i>	<i>Beginning</i>	<i>Practicing</i>	<i>Skilled</i>
<ul style="list-style-type: none"> <li>□ I am aware that assessment processes and strategies should align with the state standards / benchmarks. However, my current assessments do not match the curriculum expectations outlined in the standards.</li> <li>□ I am aware that I should communicate clear criteria to my students. However, I utilize rubrics for scoring purposes only, not as a communication tool. I do not provide exemplars or anchors to clarify expectations.</li> <li>□ I am aware that I should discuss assessment criteria with students. However, I am either unclear about my criteria or I share the criteria after the assessment occurs in order to evaluate performance.</li> <li>□ I am aware that I should evaluate student achievement in relation to state standards / benchmarks. However, my reference points for evaluation are not currently tied to the standards.</li> <li>□ I am aware that I should use appropriate standards and criteria when assessing and evaluating students with special needs. However, I currently do not make modifications in response to student needs.</li> </ul>	<ul style="list-style-type: none"> <li>□ I am beginning to develop assessment processes and strategies that are aligned to the state standards / benchmarks. A few of my assessments match the curriculum expectations outlined in the standards.</li> <li>□ I am beginning to use rubrics to communicate curriculum expectations. Exemplars and anchors have not been collected to clarify what is expected in the standards.</li> <li>□ I discuss assessment criteria with students when the assessment task is assigned. Exemplars and anchors may be omitted.</li> <li>□ I am beginning to evaluate student achievement in relation to state standards / benchmarks. Curriculum expectations from the standards are infrequently used as reference points for evaluation.</li> <li>□ I am beginning to use appropriate standards and criteria when assessing and evaluating students with special needs. Assessment modifications are limited and may not respond to student needs.</li> </ul>	<ul style="list-style-type: none"> <li>□ I frequently utilize assessment processes and strategies that are aligned to the state standards / benchmarks. Most assessments match the curriculum expectations outlined in the standards.</li> <li>□ I frequently develop / use rubrics to communicate curriculum expectations. Exemplars and anchors are provided to support student understanding.</li> <li>□ I discuss criteria, exemplars, and anchors with students during the instructional process prior to assessment.</li> <li>□ I frequently evaluate student achievement in relation to state standards / benchmarks. Curriculum expectations from the standards are regularly used as reference points for evaluation.</li> <li>□ I use appropriate standards and criteria when assessing and evaluating students with special needs. Assessments are adapted using a range of modifications.</li> </ul>	<ul style="list-style-type: none"> <li>□ I utilize assessment processes and strategies that are clearly aligned to the state standards / benchmarks. Assessment practices are routinely refined to match curriculum expectations outlined in the standards. (2.1)</li> <li>□ I clearly and consistently communicate curriculum expectations to my students and provide rubrics / criteria, exemplars, and anchors of student work that clarify what is expected in the standards. (2.2)</li> <li>□ I discuss criteria, exemplars, and anchors with students early in the instructional process prior to assessment. (2.3)</li> <li>□ I evaluate student achievement in relation to state standards / benchmarks. Curriculum expectations from the standards are consistently used as the reference point for evaluation. (2.4)</li> <li>□ I use appropriate standards and criteria when assessing and evaluating students with special needs. Assessments are routinely adapted using a wide variety of modifications. (2.5)</li> </ul>