
Digital Module 24: Assessment Literacy

Jade Caines Lee, Clark Atlanta University

Module Overview

In this digital ITEMS module, Dr. Jade Caines Lee provides an opportunity for learners to gain introductory-level knowledge of educational assessment. The module's framework will allow K-12 teachers, school building leaders, and district-level administrators to build "literacy" in three key assessment areas: measurement, testing, and data. The module will also give learners an opportunity to apply their new assessment knowledge in scenario-based exercises. Through consumption of narrated slides, real-life application exercises, and a robust list of resources, educational practitioners and leaders will have a more nuanced understanding of key assessment topics, as well as a deeper appreciation for the application of educational assessment.

Key Words: assessment literacy, classroom assessment, data, educational measurement, formative assessment, K-12 education, public schooling, reliability, summative assessment, validity

Prerequisite Knowledge

In order to maximally benefit from this module, learners should have...

- Basic knowledge of the structure of U.S. public education grades prekindergarten through 12th grade, including the classroom context and how classrooms operate within schools which operate within districts
- A general understanding of how high-stakes standardized examinations play a role in assessing student knowledge in public education
- A solid foundation of how content standards relate to instructional practice in public schools
- Familiarity with the culture of PreK - 12th grade public schools in the United States

The following NCME ITEMS modules may serve as a useful introduction to the prerequisite knowledge:

- Print Module 01: Performance Assessment: Design and Development
- Print Module 02: Reliability of Scores from Teacher-made Tests
- Digital Module 01: Reliability in Classical Test Theory
- Digital Module 15: Accessibility of Educational Assessments
- Digital Module 21: Results Reporting for Large-scale Assessment
- Digital Module 22: Supporting Decisions with Assessment

These modules and others are available for free in the ITEMS portal.

Learning Objectives

Upon completion of this module, learners should be able to...

- Identify core tenets of educational assessment
 - Describe the key components of assessment literacy
 - Compare and contrast validity and reliability
 - Distinguish between assessment *of* learning and assessment *for* learning
 - Create, and analyze the results of assessment tasks
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Module Structure

The digital module is divided into the following sections, which can be reviewed sequentially or independently [*approximate completion times in parentheses*].

- Module Introduction to Assessment Literacy [5 minutes]
 - Part 1: Measurement Literacy [20 minutes]
 - Part 2: Testing Literacy [20 minutes]
 - Part 3: Data Literacy [20 minutes]
 - Part 4: Application & Exercises [20 minutes]
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Module Components

This ITEMS module includes the following components, which are web-delivered within a unified design shell that is compatible across platforms (i.e., laptops, desktops, tablets, and cell phones) and was created with modern course development software (*Articulate 360*):

- Integrated content slides that provide a structured walk-through of the content with voice-over
- Scenario-based exercises that place the learner in a classroom/school context
- Glossary
- Resource library with annotations

Instructor

Jade Caines Lee, *Clark Atlanta University*



Jade Caines Lee is an Assistant Professor in the Department of Educational Leadership at Clark Atlanta University. She began her career as an elementary and secondary public school teacher in metropolitan Atlanta and New York City. She primarily taught middle school English for almost a decade and has also worked with graduate students at the university level teaching educational statistics, educational assessment, and educational evaluation courses for over 8 years. Dr. Lee has also worked in various applied research contexts including the National Center for Research on Evaluation, Standards, & Student Testing at UCLA and the Board of Regents of the University System of Georgia. She received her undergraduate degree in Urban Education from Stanford University, her masters degree from Brooklyn College, and her doctorate in Educational Studies from Emory University. Dr. Lee's scholarly interests stem from her experiences as an urban, public school educator. She had enduring questions related to the validity and fairness of instruments, especially when used in high-stakes contexts. In terms of classroom assessments, she struggled to make sense of how to create valid and reliable items and tasks that could lead to feedback on the effectiveness of her teaching. This sparked her interest in assessment and evaluation literacy and has permeated her scholarly endeavors ever since.

Instructional Design Team

Xi Lu, *Doctoral Candidate at Florida State University*



Xi is a doctoral candidate in the Instructional Systems and Learning Technologies program at Florida State University. Her current research interest focuses on designing and developing optimal learning supports to facilitate STEM learning in digital interactive environments. She also works as a research assistant with Dr. Val Shute on an NSF project targeted at designing various learning supports for a 2D physics game called *Physics Playground* to help middle school kids learn physics. Before coming to FSU, Xi taught Chinese for six years in Monterey Bay, California.

André A. Rupp, *Mindful Measurement*



André is the co-author and co-editor of two award-winning interdisciplinary books entitled *Diagnostic Measurement: Theory, Methods, and Applications* (2010) and *The Handbook of Cognition and Assessment: Frameworks, Methodologies, and Applications* (2016) and has just published the *Handbook of Automated Scoring: Theory into Practice* (2020). His research synthesis- and framework-oriented work has appeared in a wide variety of prestigious peer-reviewed journals. Among other things, he is passionate about improving processes for interdisciplinary collaborations during the development and implementation of scoring solutions for digitally-delivered assessments. Consequently, he is very excited to serve as the associate editor / lead instructional designer of the ITEMS portal for NCME whose mission is to provide free digital resources to support self-directed learning and professional development.

This is the pre-peer reviewed version of the following article: Lee, J. C. (2021). Digital Module 24: Assessment literacy. Educational Measurement: Issues and Practice, 40(2). It has been published in final form <https://onlinelibrary.wiley.com/journal/17453992>. This article may be used for non-commercial purposes in accordance with Wiley Terms and Conditions for Use of Self-Archived Versions.
