

The Assessment Fluency Framework

Dimension	Core Topics	What it Looks Like in Practice	Professional Learning Goals
Assessment Purposes	Diagnostic/readiness, formative assessment, summative assessment, assessment for, of, and as learning, accountability, standards-based, monitoring progress, norm-referenced and criterion-referenced assessments	Teacher chooses appropriate and multiple forms of assessment based on clearly stated instructional goals and assessment purpose (e.g. AoL, AfL, AaL).	<ul style="list-style-type: none"> Distinguish between AoL, AfL, AaL, diagnostic, formative, and summative assessment purposes Understand the role of multiple forms of assessment Identify differences and intersections between classroom-based, provincial, and standardized assessments
Assessment Processes	Assessment design, question construction, rubrics, assessment for and as learning strategies, feedback strategies, student-driven assessment, self-and peer-assessments, standardized assessments, differentiated assessments, aligning assessment with curriculum and teaching, administering assessments, portfolio assessment, electronic assessments, scoring/grading, moderated marking, analyzing results/assessment data at student and class levels, assessment-based decision-making	Teacher constructs, administers, and scores different forms of assessments for multiple purposes. Teacher interprets assessment results to facilitate instructional decision-making.	<ul style="list-style-type: none"> Design reliable forms of assessment that include products (i.e. tests and rubrics), conversations, and observations Engage in pedagogical documentation, monitoring teaching practice and students' responses to instruction Incorporate diverse forms of assessment beyond tests to assess student learning and response to instruction Administer assessments to diverse groups of students Collect and score assessment data Interpret scores and use assessment data to make instructional decisions Develop grading procedures that yield valid information about student achievement
Communicating Assessment Results & Decisions	Communicating assessment processes and philosophies, reporting student results, report cards, communicating with diverse audiences (students, parents, teachers, administrators), technology-based communication	Teacher communicates assessment purposes, processes, and results through a variety of methods to multiple stakeholders (e.g. students, parents, administrators, other teachers).	<ul style="list-style-type: none"> Articulate approach to assessment and grading procedures to key stakeholders Establish a regular method for communicating assessment information and processes to key stakeholders Engage stakeholders in regular conversations about student learning
Fair Student Assessments	Standardized assessments, differentiated and equitable assessments, individualized assessments, accommodations and modifications, technology-supported assessments, differentiated reporting, assessment in diverse classrooms, assessment for social justice	Teacher cultivates a fair assessment context for all learners with sensitivity to student diversity, learning approaches, and exceptionalities.	<ul style="list-style-type: none"> Reflect on sources of bias within assessment processes and establish methods for enhancing fairness Distinguish between systematic and random sources of error within assessment processes Ensure students with exceptionalities receive accommodations and modifications Acknowledge student diversity and make assessment provisions that build on students' strengths
Assessment Ethics	Privacy, propriety, confidentiality, student rights in assessment, consistency of assessment practices across students, assessment consequences (social, emotional, personal, and academic)	Teacher analyzes and discloses ethical implications of assessments. Teacher protects the rights and privacy of students throughout assessment processes.	<ul style="list-style-type: none"> Reflect on ethical issues within assessment processes and establish methods to enhance ethical decision-making Ensure students' rights to privacy are protected throughout assessment processes Maintain opportunities for students and other stakeholders to express ethical concerns
Measurement Theory Principles	Reliability, validity, bias, error, psychometrics, item analyses, class data analyses, norm- and criterion-referenced assessments	Teacher understands psychometric properties of assessments including methods for establishing reliability assessments that yield valid interpretations about student learning.	<ul style="list-style-type: none"> Understand methods for establishing reliability across multiple forms of assessment Consider threats to reliability and validity within assessment construction, administration, scoring and interpretation of results Distinguish between norm-, criterion-, and growth-referenced models for assessment
Assessment for Learning	Aligning assessment with curriculum and teaching, diverse feedback strategies, types of feedback, self- and peer-assessment, connections between summative and formative, progress monitoring, student-involved and directed assessment, learning goals and plans, success criteria	Teacher uses student-centered formative assessment strategies throughout instructional periods to guide teacher practice and student learning. Teaching and learning are feedback-driven (i.e. self-, peer-, and teacher feedback).	<ul style="list-style-type: none"> Develop multiple feedback-driven assessment strategies that include self-, peer, and teacher-assessments Engage students in identifying learning goals, establishing a plan for their learning, and monitoring their learning toward goals
Assessment Education and Support for Teachers	Professional development strategies (workshops, collaborative inquiries, professional learning communities, instructional rounds, action research, etc.), assessment resources and sharing	Teachers regularly analyze their assessment fluency and engage in ongoing learning about classroom assessment. Teachers utilize diverse resources to support their individual and collective professional learning needs and goals.	<ul style="list-style-type: none"> Reflect on classroom assessment practices using assessment fluency dimensions Identify professional learning goals (individual or collective) Establish a professional learning plan and identify key learning resources and opportunities Self-assess professional learning and changes in assessment practice