Presenters' Notes for PowerPoint:
Introduction and Overview

Slide # Title	Presenter Notes
1. Differences Among Educational Assessment Systems	In his introduction to this module, Dr. Popham points out that there are meaningful differences among the educational assessment systems in use throughout the United States. The Federal No Child Left Behind (NCLB) law has given states great latitude in satisfying that law's assessment requirements, and NCLB assessments differ from state to state.
2. Similarities Among Educational Assessment Systems	However, along with the differences there are also great similarities in the ways states approach educational assessment. Each state has an assessment system whose components address the same essential questions: What is assessed? How is it assessed? How should students prepare for and take the assessments? How are special needs students provided appropriate access to the assessments? How are results reported and interpreted? The similarities in the way states respond to these essential assessment issues will grow even greater. Nearly all states have adopted the Common Core standards in reading and math and have joined one of two consortia developing what will shortly become a common assessment for those groups of states. Fully 85 percent of the assessment will be the same for the states in the consortia.
3. Why is Knowledge about Your State's Assessment System Important?	So your state's assessment system should be very important to you. Dr. Popham offers a number of reasons to justify that importance. At the very least, the public expects teachers and administrators to know about assessment as part of the professional requirements for their jobs. Parents may have specific questions about the state testing their students are required to take. And most importantly, "instruction will almost always benefit if you get a firm fix on your state's assessment system." Because understanding the state assessment is so important and state assessment systems contain virtually the same essential elements, it is necessary for educators to be literate about educational assessment in general and in their own state's assessment in particular. Hence these "Assessment Literacy Modules".
4. What do We Mean by "Assessment Literacy"?	"Assessment Literacy" can be defined any number of ways, but essentially it means that you understand the principles of a sound *system* of assessment and are conversant with the issues that surround assessment.
5. Educational Assessment	Our Assessment Literacy Project sets out to present these system principals and to discuss assessment issues especially as they apply to instructional practice and impact school accountability. The Project is comprised of 21 stand-alone modules. Together, the modules treat educational assessment as a system in which curriculum, instruction, and assessment interact to improve educational decisions for students and schools.
6. Parts of Each Module	Each module includes a video presentation accompanied by activities, handouts, a glossary, and resources for further application and study. In addition, each module contains a Power Point presentation with a script for those who want to present the module to a group or prefer to pursue its contents individually.
7. Essential Questions about Assessments	Although the modules can be presented in any order, they tend to fall into groups which answer the five essential questions about assessments we posed earlier: What are the qualities of good assessment? What do tests measure? In what ways do they measure it? How should teachers and students go about preparing for and taking tests? And finally, What does it all mean?
8. What are the Qualities of Sound Assessment?	The modules on Validity, Reliability, and Test Bias provide you with basic principles that make for sound assessment.

9. What do Tests Measure?	The modules on Standards Alignment, Learning Progressions, and Attitudes and Interest focus on what assessments measure.
10. In What Ways do Tests Measure Standards?	And the modules on Selected Response, Rubrics, Constructed Response, Performance Assessment, and Portfolio Assessment illustrate the various ways in which assessments go about measuring student work on those standards.
11. How Should Teachers and Students Go About Giving and Taking Tests?	Preparing students for assessments and interpreting results after assessments are the final categories. Test preparation involves access for English Language Learners and for Students with Disabilities. Test preparation includes those practices that effectively prepare all students to take Formative, Interim, and Summative assessments. Classroom Evidence of Effective Teaching is integral to test preparation.
12. High Stakes Testing Results	Finally are the assessment results themselves, whether they be the reports of Large Scale Assessments at the state level or the results of College Entrance Exams.
13. Order of Presentation	As for the order in which you choose to pursue the modules, they can be organized by the questions they answer or by any other sequence you determine. Accompanying Module 1 are various lists of the modules, which you can download and re-arrange as you see fit.
14. Suggested Order of Modules	Or you can view them in the order in which they are listed on our website, much like a course syllabus on assessment. And don't forget the free assessment resources other state assessment systems and the National Assessment of Educational Progress (NAEP) offer. For example, Kansas has an excellent Six-trait Analytic Writing assessment rubric, very useful for students and teachers who need a detailed and carefully developed set of rubrics in writing. For teachers of English Language Learners, North Carolina has an excellent descriptive chart of the receptive and productive, written and oral, language development descriptors for various levels of second language proficiency. Some of these links are provided in the list of resources accompanying this module. These links and many more references and links are contained in the Resources accompanying each module.
15. Exploring the State Educational Assessment Website	But before you begin, take a few minutes with Activity 1 to explore your own state's educational assessment system. Go to your state's assessment website and use the key word cues highlighted in the handout guide accompanying this module to explore the various dimensions of your state's assessment system. Finally, your evaluations of the Assessment Literacy Project modules are very important as we continue to revise and improve the work of assessment literacy. When you complete a module, please fill out the evaluation and send it along to the Kansas State Department of Education. Thanks for choosing to join your colleagues and improve your professional knowledge of the system of educational assessment and the issues that surround it in practice. We hope that you will find in these modules much to expand your own professional skills, to support your students' development, and to help your school achieve its instructional accountability goals.