

Teacher Foundational Statements



The Nebraska Department of Education invited Nebraska teachers, recognized by peers as assessment literate, to identify competencies describing what an assessment-literate educator in Nebraska knows about assessment practice and how they perform in their day-to-day classroom practice. This set of foundational statements truly reflects the voice of Nebraska teachers as evidenced by the diversity in geographic location, size of district, and experience levels of the participants.

DIMENSION	TEACHER FOUNDATIONAL STATEMENTS
Assessment Literacy: Balanced Assessment	<ul style="list-style-type: none">• Selects and uses various assessment methods that match the assessment purposes and learning targets• Develops, adapts, or selects high-quality assessments• Develops, adapts, or selects high-quality scoring tools (guides, rubrics, checklists, etc.)• Communicates student proficiency levels and growth to all stakeholders• Understands data analysis including bias, reliability, and validity
Assessment Literacy: Data	<ul style="list-style-type: none">• Analyzes data to identify strengths and unfinished learning in content mastery• Uses multiple measures to evaluate and document student growth• Utilizes assessment data to guide instruction• Empowers students to understand the role and purpose of varied methods of assessment• Triangulates data from multiple sources to make decisions• Uses assessment data within appropriate ethical guidelines
Assessment Literacy: Content	<ul style="list-style-type: none">• Understands state content standards and the importance of their use• Utilizes resources and/or professional learning networks to support implementation of the content standards• Unpacks standards to provide meaningful scaffolded instruction or activity• Demonstrates proficiency in content knowledge• Accesses and employs knowledge of other grade-level standards as needed to support student learning

DIMENSION	TEACHER FOUNDATIONAL STATEMENTS
Responsive Learning Cycles: Activating Learners	<ul style="list-style-type: none"> • Teaches students to set goals and self-monitor learning • Engages students in cooperative learning and collaboration in the classroom • Uses formative assessment results to plan appropriate scaffolds and extensions in response to students' needs • Identifies students' strengths and uses those strengths to move learning forward • Engages students with processes and practices that challenge them and fuel learning • Challenges students to meet and exceed learning goals • Teaches and models that productive struggle is a natural part of the learning process • Reteaches when necessary
Responsive Learning Cycles: Clarifying Learning	<ul style="list-style-type: none"> • Uses varied questioning techniques to clarify student understanding • Uses evidence of learning to clarify and adjust instructional practices • Empowers students to articulate learning objectives based upon standards
Responsive Learning Cycles: Utilizing Evidence	<ul style="list-style-type: none"> • Consistently assesses student performance through informal checks for understanding and higher-order questioning • Modifies instructional practices to help students complete unfinished learning as identified through assessment methods • Gathers a varied body of evidence about student progress • Utilizes multiple instructional practices to support learning • Provides effective feedback and communicates assessment data with stakeholders • Uses assessment results to reflect on own instructional effectiveness
Responsive Learning Cycles: Provides Quality Feedback	<ul style="list-style-type: none"> • Gives specific, constructive, and actionable feedback to meet high expectations toward state standards/learning goals • Provides feedback that is actionable, timely, descriptive, and frequent • Communicates feedback as an opportunity for growth • Uses feedback to motivate student effort



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