

Student and Family Foundational Statements

Assessment-literate students and families understand the role of assessment in education and how it can improve teaching and learning. These competencies, aligned with the school leader and teacher foundational statements, will inform the design of the professional learning experiences for schools across the state.

Assessment-literate students and their families

- Believe students learn best when they know the targets for their learning
- Believe students learn from taking quality assessments
- Believe students learn from effective feedback on their work provided by their teachers
- Believe students are responsible for their own learning
- Believe students can use self-monitoring to improve their achievement
- Believe students can use assessment results to learn more
- Know there are different reasons for taking assessments (e.g., to increase student learning and growth, grading, predicting future performance)
- Know different types of assessments are used in the classroom (e.g., multiple-choice, essay, performance, portfolio) to improve learning, performance, and achievement
- Know different types of assessments provide different types of information about what students know and can do

Assessment-literate students

- Know how to use rubrics to assess their own work
- Know feedback can be descriptive
- Know how to use assessment results to reflect on their learning and to set goals for future learning
- Use learning targets to understand the standards and to support their own learning
- Use feedback to improve their learning
- Use feedback to make decisions about how to improve their achievement
- Use feedback to improve their attitudes, aspirations, and mindsets
- Interpret and explain their assessment results to their teachers and families
- Use scoring guides for reviewing their work with or without peers and teachers
- Keep track of their own learning over time
- Use multiple sources of data over time to identify trends

