

Developing Standards for Assessment Competencies of Filipino Teachers

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Good assessment is essential for improving teaching and student learning. However, many teachers do not have the necessary competencies to appropriately assess what students know and can do. Standards for teacher competencies in assessment of students are necessary to ensure that sound assessment is being practiced in our schools. While many countries have developed professional standards for teacher competence, only the United States has defined specific standards for teacher competence in educational assessment. Other countries, including the Philippines, have included assessment as one of the competencies that teachers must possess, but separate standards for competence in student assessment have not been identified. This paper explains why standards for assessment competencies of Filipino teachers must be developed and proposes a process of developing such standards.

Keywords: Assessment Competencies, Assessment Standards, Filipino teachers

Assessment is an essential component of teaching. Without some form of assessment, teachers would be unable to make informed decisions concerning students. Good assessment, in particular, formative assessment, has been shown to enhance learning and increase student motivation and self-esteem (Black & Wiliam, 1998). The average teacher is said to spend about 25 to 33 percent of his or her professional time doing assessment-related tasks (Stiggins, 2008). Thus, teachers must be competent in designing and implementing assessment tasks to ensure that student learning takes place. Studies that surveyed the assessment competencies of teachers in the United States revealed that in-service teachers were knowledgeable in terms of administering, scoring, and interpreting results of assessment, but not in terms of communicating assessment results (Plake, Impara, & Fager, 1993, cited in Mertler, 2003). Undergraduate pre-service teachers exhibited skills in choosing appropriate

assessment instruments, but also did poorly in terms of communicating assessment results (Campbell, Murphy, & Holt, 2002, cited in Mertler, 2003). Mertler's (2003) study, on the other hand, found that in-service teachers performed well in terms of administering, scoring, and interpreting assessment results, while pre-service teachers were skilled in choosing appropriate assessment methods. These studies use as a framework the *Standards for Teacher Competence in the Educational Assessment of Students* established by the American Federation of Teachers, the National Council on Measurement in Education, and the National Education Association (1990).

Similarly, Zhang and Burry-Stock (2003) used assessment literature and the *Standards for Teacher Competence in the Educational Assessment of Students* (AFT, NCME, & NEA, 1990) to develop a self-report scale designed to measure teacher assessment practices and self-perceived assessment skills. Secondary school teachers were found to utilize more paper-and-pencil tests compared to elementary school teachers who often used performance assessments. Also, teachers who received undergraduate measurement training perceived themselves to be more skilful in assessment compared to those who had no training regardless of their teaching experience.

The purpose of this paper is to establish the need for standards for assessment competencies of Filipino teachers and to propose steps on how such standards may be developed. The paper is organized into four parts. The first section begins with a brief definition of competency standards and a description of the existing assessment competencies standards in the United States, Australia, and the United Kingdom. The next part discusses emerging models of assessment. The third part elucidates the necessity of developing assessment competencies standards suitable for Filipino teachers. Finally, the paper ends with a discussion on the methodology of developing standards for teachers' assessment competencies.

Competency Standards in Educational Assessment

Competencies are those characteristics - knowledge, skills, mindsets, thought patterns, and the like - that, when used singularly or in combination, result in successful performance (Dubois, 1998, cited in Draganidis & Mentzas, 2006). According to Hager and Gonczi (1994), competence is not something that is directly observed. Instead, competence is inferred from performance.

A standard is a statement of what is valued; it describes a desirable level of performance (Ingvarson, 2002). Standards for teacher competence define current practice as well as clarify what teachers must know and be able to do in the light of research and best practice (Ingvarson, 2002). Thus, assessment competency standards describe the knowledge, skills, and attitudes that teachers must possess so that they can be effective in their professional practice.

United States. Growing out of the concern that the potential benefits of student assessment must be realized, the American Federation of Teachers (AFT), the National Council on Measurement in Education (NCME), and the National Education

Association (NEA) developed the Standards for Teacher Competence in Educational Assessment of Students.

These Standards were intended to serve as a guide for teacher educators in the design and implementation of teacher education programs, a self-assessment guide for teachers, a guide for workshop instructors who provide training for in-service teachers, and a motivation for educational measurement practitioners and teacher trainers to conceptualize student assessment more broadly than in the past (AFT, NCME, NEA, 1990).

The seven *Standards* (AFT, NCME, NEA, 1990) are as follows. A complete text of the Standards and the specific conceptual and application skills required for each are provided in Appendix A.

Standard 1: Teachers should be skilled in choosing assessment methods appropriate for instructional decisions.

Standard 2: Teachers should be skilled in developing assessment methods appropriate for instructional decisions.

Standard 3: The teacher should be skilled in administering, scoring and interpreting the results of both externally-produced and teacher-produced assessment methods.

Standard 4: Teachers should be skilled in using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement.

Standard 5: Teachers should be skilled in developing valid pupil grading procedures, which use pupil assessments.

Standard 6: Teachers should be skilled in communicating assessment results to students, parents, other lay audiences, and other educators.

Standard 7: Teachers should be skilled in recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

The *Standards* have been influential in teacher education as they can be found in major educational assessment textbooks and have been used as a basis for the creation of a course in assessment (Brookhart, 2011). Also, the *Standards* have been used as a framework for research in educational measurement, particularly in assessing assessment competencies of teachers (Plake, Impara, & Fager, 1999, cited in Mertler, 2003; Zhang & Burry-Stock, 2003).

The *Standards*, however, have become outdated having been developed more than 20 years ago. The knowledge and skills that are outlined in the *Standards* do not consider current conceptions of formative assessment and the *Standards* do not consider the issues involved in standards-based reform and accountability (Brookhart, 2011).

Australia. The assessment competencies expected of Australian teachers are defined in the *National Professional Standards for Teachers* (Australian Institute for

Teaching and School Leadership, 2011). There are seven standards for Australian teachers, one of which focuses on educational assessment - teachers must be able to assess, provide feedback, and report on student learning. There are five focus areas under this standard, with verbal descriptors across four career stages that specify increasing levels of knowledge, practice, and engagement for teachers. Appendix B shows the assessment competency standards developed for Australian teachers.

In developing the *Standards*, the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC) consulted teacher accreditation and registration authorities, employers, and professional organizations about teachers' knowledge, practice, and professional engagement. The *Standards* and their descriptors represent an analysis of effective, contemporary practice by teachers throughout Australia. Each descriptor takes into consideration what is required of teachers at different stages of their careers. AITSL (2011) validated these standards with almost 6,000 teachers to ensure that each descriptor was shaped by the profession.

United Kingdom. Teaching standards in the United Kingdom were developed for teachers who are applying for Qualified Teacher Status (QTS) and for institutions that are involved in teacher training (Training and Development Agency for Schools, 2008). Like Australia, the United Kingdom has embedded the assessment competencies of teachers under two areas - Professional Knowledge and Understanding and Professional Skills. There are three quality standards for Assessment and Monitoring, under the area of Professional Knowledge and Understanding: (1) know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations and qualification; (2) know a range of approaches to assessment, including the importance of formative assessment; (3) know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

Under the area of Professional Skills, teachers are expected to meet the following standards for Assessing, Monitoring, and Giving Feedback: (1) Make effective use of a range of assessment, monitoring, and recording strategies; (2) Assess the learning needs of those they teach in order to set challenging learning objectives; (3) Provide timely, accurate, and constructive feedback on learners' attainment, progress, and areas for development; (4) Support and guide learners to reflect on their learning, identify the progress they have made, and identify their emerging learning needs.

Philippines. The National Competency-Based Teacher Standards (NCBTS) of the Philippines provides a framework that defines effective teaching in all aspects of a teacher's professional life and in all phases of professional development (Department of Education, 2006). The competencies in the NCBTS were formulated based on educational theories and empirical research on effective learning and teaching

practices as well as documented successful practices and programs of schools all over the country.

The NCBTS has seven domains, each of which defines a principle of ideal teaching that enhances student learning. One of these domains focuses on assessment of student learning, as stated in the NCBTS (DepEd, 2006, p.32).

“The domain of Planning, Assessing and Reporting refers to the aligned use of assessment and planning activities to ensure that the teaching-learning activities are maximally appropriate to the students’ current knowledge and learning levels. In particular, the domain focuses on the use of assessment data to plan and revise teaching-learning plans, as well as the integration of formative assessment procedures in the plan and implementation of teaching-learning activities.”

There are three specific strands under the domain of planning, assessing, and reporting. First, the teacher must be able to communicate promptly and clearly about the progress of learners to the learners themselves, their parents, and the teachers’ superiors. Second, teachers must know how to develop and use a variety of appropriate assessment strategies to monitor and evaluate learning. Lastly, teachers must regularly monitor and provide feedback on the learners’ understanding of content.

The NCBTS does not provide specific competencies that teachers must possess in performing assessment-related activities. It is important to specify such competencies so that teachers are clearly guided as to how they would conduct assessment. Also, school administrators would know what further assessment-related training their teachers would need based on the specific competencies that the teachers are seen to be lacking.

Emerging Models in Assessment

There are emerging models in educational assessment due to the changing needs of the 21st century workplace. According to the Partnership for 21st Century Skills (2007), assessments in the past have focused on the measurement of knowledge of core content areas such as mathematics, language, science, and social studies, but there is a lack of assessments that focus on the essential skills for success in today’s world, such as critical thinking, problem solving, communication, and collaboration. There has to be a shift in assessment strategies in order to measure the skills that are valued in today’s complex society. There must be a move from measuring discrete knowledge to measuring students’ ability to think critically, examine problems, gather information, and make informed, reasoned choices while making use of technology (Partnership for 21st Century Skills, 2007).

Essential to the measurement of such skills is formative assessment. Black and Wiliam’s (1998) influential work stressed that formative assessment is at the heart of

effective teaching. Through an extensive review of the literature on assessment, they showed that innovations that strengthen the practice of formative assessment results in significant and substantial learning gains. However, their study also showed that in order for formative assessment to function effectively, the results must be used to adjust teaching and learning. They further showed that formative assessment has not received as much political support as it should have compared to summative assessment, which usually comes in the form of high-stakes tests. They also noted that formative assessment can be improved by providing particular feedback on the work of students, by training students to do self-assessment so that they can understand the purpose of their learning, and by leading students to talk about their own understanding in their own ways to increase knowledge and improve understanding. Most importantly, the researchers found that teachers' belief that students possess "untapped potential" can do a lot to help all students learn, especially those who have previously struggled academically.

More recent conceptions of formative assessment have developed over time (Brookhart, 2011). Black and Wiliam (2009, cited in Brookhart, 2011) stress that assessment is formative when evidence about student achievement is obtained, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in learning. Going beyond formative assessment, Stiggins (2005) proposes that many different assessment methods must be used to provide students, teachers, and parents with continuous information about students' progress. Assessment that supports learning, rather than just verifying learning, is what Stiggins (2007) calls assessment FOR learning. It begins when teachers share achievement targets with students, expressed in simple terms, giving them samples of exemplary student work. Then, students are given the opportunity to do frequent self-assessments so that students and their teachers have continual access to feedback information in amounts that can be managed effectively. Thus, teachers and students are partners in the assessment FOR learning process (Stiggins, 2007).

These models emphasize the need for teachers to view assessment as pedagogy so that it becomes integrated in their instructional strategies. They need to change their mindset to understand how assessment can steer instruction and have a positive impact on student learning and performance (Volante & Fazio, 2007).

The Need for Assessment Competency Standards for Filipino Teachers

If there are already existing competency standards on educational assessment, why is there a need to develop new standards for Filipino teachers? The *Standards for Teacher Competence in the Educational Assessment of Students* (AFT, NCME, & NEA, 1990) are very comprehensive, but they were developed for American teachers more than 20 years ago. Brookhart (2011) also notes that the assessment competencies provided in the *1990 Standards* speak to teachers about using assessment information to make instructional decisions. The *1990 Standards* do not consider that students need to be given the opportunities to do self-assessment so that they can also make decisions about their own learning. Brookhart (2011)

contends that the *1990 Standards* must be revised to allow students to take an active role in the assessment for learning process.

In the implementation of the K-12 program in Philippine schools, the Department of Education (DepEd, 2012), through DepEd Order No. 73, has identified guidelines for the assessment and rating of learning outcomes. The DepEd defines assessment under the K-12 curriculum as holistic, with emphasis on formative or developmental aspect. Assessment should also be standards-based, that is, teachers should teach to the standards and students should aim to meet or exceed the standards. The DepEd also emphasizes the use of multiple measures to assess four different levels of assessment: knowledge, process or skills, understanding, and performance of authentic tasks. However, the DepEd does not provide specific standards as to how teachers are supposed to conduct these assessments. DepEd Order No. 73 simply states what teachers should assess and how they should rate students, but it lacks the details necessary to provide guidance to teachers, teacher educators, school administrators, researchers, and policy makers. As Brookhart (2011) emphasized, standards for assessment competencies of teachers need to describe teachers' knowledge and skills at the "grain-size" level.

According to Ingvarson (2002), teaching standards must be developed by teachers themselves through their professional associations. The development of the NCBTS was initiated by the DepEd, not by teachers' professional associations. Teachers were only involved in the validation of the standards, as explained by the DepEd (2006), but they did not play a major role in the drafting of those standards. Thus, in the development of standards for teacher competence in assessment, teachers must take the lead in developing the standards through their professional organizations.

Ingvarson (2002) also noted that standards must aim to capture substantive knowledge about teaching and learning. Standards must be performance-based, and they must describe what teachers should know and be able to do rather than listing courses that teachers should take in order to be given certification. Standards must also guide the assessment of teachers themselves. Thus, standards must be clear so that they can be used to provide evidence of what teachers need to improve in their professional practice.

The current teaching standards used in the Philippines need to be revised to make them more specific and performance-based. The NCBTS provide only a general view of what teachers are supposed to do in terms of the different teaching domains. For example, in the domain of planning, assessing, and monitoring, teachers are expected to communicate promptly and clearly to learners, parents, and superiors about the progress of learners. For this particular strand, teachers are expected to answer the following key question: "Do I provide my stakeholders (learners, parents, and superiors) timely and accurate information about my students' learning progress?" However, it is not clearly described *how* teachers are supposed to communicate information. These standards are lacking in the sense that they do not

provide the knowledge, skills, and attributes of effective teaching. In order for the standards to be useful for guiding teachers in improving their practice, the expected knowledge and skills with regards to a particular domain must be explicitly stated.

Developing Competency Standards in Educational Assessment

If the standards provided in the DepEd's NCBTS are not specific enough to guide teaching practice, how then should standards be developed in order to serve the purpose of guiding teachers, teacher educators, and school administrators in ensuring the quality of educational assessments?

Ingvarson (2002) noted that it is first necessary to develop a framework of responsibilities for standards. He proposed that public and professional agencies must have complementary roles in developing competency standards. Public agencies have the responsibility of approving teacher education programs and licensing or credentialing individual practitioners. Public agencies only provide the basic level of competencies, and participation in licensing is compulsory for all professionals. Professional organizations, on the other hand, have the responsibility of accrediting teacher education programs and granting certification to professionals. The level of expertise that is required for certification is certainly higher as compared to that required for licensing. The certification granted by professional agencies is voluntary, but may be designated as a prerequisite by the employer. Thus, professional bodies have the responsibility for defining standards for high quality practice and promoting development towards them (Ingvarson, 2002).

In creating assessment competency standards for Filipino teachers, the following stages of development are proposed. At the first stage, professional organizations of teachers and assessment specialists must take the initiative of defining the competencies that teachers must possess in their practice of assessment. It is also important that teachers themselves play a role in the development of assessment competency standards so that there is a strong sense of ownership and accountability (Ingvarson, 2002). Thus, professional organizations of teachers must take the lead in defining the standards of quality assessment practices in Philippine schools. In defining the standards, professional organizations must engage with other stakeholders, particularly government agencies like the Department of Education, the Commission on Higher Education, and the Professional Regulation Commission, as well as teacher education institutions.

Ingvarson (2002) recommends that in developing professional standards in educational assessment, organizations must first define core principles and values in general terms about what all teachers should know and be able to do, regardless of their field of specialization. These core principles and values would then serve as a springboard for professional organizations to clearly define content standards, evidential standards, and performance standards. (What evidence will we gather?), and performance standards (How will we judge performance?). Content standards answer the question "What is good teaching?" Thus, it should explain what teachers should know and be able to do, specify the domains of good teaching, delineate the

scope of teachers' work, and describe how such tasks should be measured. Evidential standards, on the other hand, provide rules that will be used to gather evidence of practice. These standards should also define the tasks that teachers are expected to perform and how they will be measured. Finally, performance standards define what level of performance meets the purpose, how good is good enough, where would get the standard, how would we discriminate between good and poor performance, and how would it be scored.

Once standards have been defined, they would need to be validated with teachers in the field. As practitioners, they are in the best position to verify if such standards reflect contemporary practices, and if they are actually doable in the field. If teachers have a say in how standards are developed they are more inclined to commit to uphold such standards in their professional practice. At this stage of development, professional organizations must seek the help of government agencies, particularly DepEd and CHED, in getting the participation of public school teachers during the validation of the standards.

Once standards have been validated, they must be field-tested. They must actually be used by teachers, school administrators, and teacher-training institutions, to inform and guide the practice of teaching. The success of such standards would be based on the extent to which they are actually applied in the field. Professional organizations may ask school districts to give the standards a trial run for a school year, and after which, assess the extent to which the standards have guided teaching in their schools. The standards can then be refined based on the results of the assessment.

Lastly, standards must be communicated to all stakeholders involved in education, including students, teachers, parents, school heads and principals, government agencies, and teacher education institutions. This will make competency standards transparent and will help promote accountability among all those involved in the education of the Filipino youth.

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Appendix

Appendix A

Standards for Teacher Competence in Educational Assessment of Students

1. Teachers should be skilled in choosing assessment methods appropriate for instructional decisions.

Skills in choosing appropriate, useful, administratively convenient, technically adequate, and fair assessment methods are prerequisite to good use of information to support instructional decisions. Teachers need to be well-acquainted with the kinds of information provided by a broad range of assessment alternatives and their strengths and weaknesses. In particular, they should be familiar with criteria for evaluating and selecting assessment methods in light of instructional plans. Teachers who meet this standard will have the conceptual and application skills that follow. They will be able to use the concepts of assessment error and validity when developing or selecting their approaches to classroom assessment of students. They will understand how valid assessment data can support instructional activities such as providing appropriate feedback to students, diagnosing group and individual learning needs, planning for individualized educational programs, motivating students, and evaluating instructional procedures. They will understand how invalid information can affect instructional decisions about students. They will also be able to use and evaluate assessment options available to them, considering among other things, the cultural, social, economic, and language backgrounds of students. They will be aware that different assessment approaches can be incompatible with certain instructional goals and may impact quite differently on their teaching. Teachers will know, for each assessment approach they use, its appropriateness for making decisions about their pupils. Moreover, teachers will know of where to find information about and/or reviews of various assessment methods. Assessment options are diverse and include text- and curriculum-embedded questions and tests, standardized criterion-referenced and norm-referenced tests, oral questioning, spontaneous and structured performance assessments, portfolios, exhibitions, demonstrations, rating scales, writing samples, paper-and-pencil tests, seatwork and homework, peer- and self-assessments, student records, observations, questionnaires, interviews, projects, products, and others' opinions.

2. Teachers should be skilled in developing assessment methods appropriate for instructional decisions.

While teachers often use published or other external assessment tools, the bulk of the assessment information they use for decision-making comes from approaches they create and implement. Indeed, the assessment demands of the classroom go well beyond readily available instruments. Teachers who meet this standard will have the conceptual and application skills that follow.

Teachers will be skilled in planning the collection of information that facilitates the decisions they will make. They will know and follow appropriate principles for developing and using assessment methods in their teaching, avoiding common pitfalls in student assessment. Such techniques may include several of the options listed at the end of the first standard. The teacher will select the techniques which are appropriate to the intent of the teacher's instruction. Teachers meeting this standard will also be skilled in using student data to analyze the quality of each assessment technique they use. Since most teachers do not have access to assessment specialists, they must be prepared to do these analyses themselves.

3. The teacher should be skilled in administering, scoring and interpreting the results of both externally-produced and teacher-produced assessment methods.

It is not enough that teachers are able to select and develop good assessment methods; they must also be able to apply them properly. Teachers should be skilled in administering, scoring, and interpreting results from diverse assessment methods. Teachers who meet this standard will have the conceptual and application skills that follow. They will be skilled in interpreting informal and formal teacher-produced assessment results, including pupils' performances in class and on homework assignments. Teachers will be able to use guides for scoring essay questions and projects, stencils for scoring response-choice questions, and scales for rating performance assessments. They will be able to use these in ways that produce consistent results. Teachers will be able to administer standardized achievement tests and be able to interpret the commonly reported scores: percentile ranks, percentile band scores, standard scores, and grade equivalents. They will have a conceptual understanding of the summary indexes commonly reported with assessment results: measures of central tendency, dispersion, relationships, reliability, and errors of measurement. Teachers will be able to apply these concepts of score and summary indices in ways that enhance their use of the assessments that they develop. They will be able to analyze assessment results to identify pupils' strengths and errors. If they get inconsistent results, they will seek other explanations for the discrepancy or other data to attempt to resolve the uncertainty before arriving at a decision. They will be able to use assessment methods in ways that encourage students' educational development and that do not inappropriately increase students' anxiety levels.

4. Teachers should be skilled in using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement.

Assessment results are used to make educational decisions at several levels: in the classroom about students, in the community about a school and a school district, and in society, generally, about the purposes and outcomes of the educational enterprise. Teachers play a vital role when participating in decision-making at each of these levels and must be able to use assessment

results effectively. Teachers who meet this standard will have the conceptual and application skills that follow. They will be able to use accumulated assessment information to organize a sound instructional plan for facilitating students' educational development. When using assessment results to plan and/or evaluate instruction and curriculum, teachers will interpret the results correctly and avoid common misinterpretations, such as basing decisions on scores that lack curriculum validity. They will be informed about the results of local, regional, state, and national assessments and about their appropriate use for pupil, classroom, school, district, state, and national educational improvement.

5. Teachers should be skilled in developing valid pupil grading procedures which use pupil assessments.

Grading students is an important part of professional practice for teachers. Grading is defined as indicating both a student's level of performance and a teacher's valuing of that performance. The principles for using assessments to obtain valid grades are known and teachers should employ them.

Teachers who meet this standard will have the conceptual and application skills that follow. They will be able to devise, implement, and explain a procedure for developing grades composed of marks from various assignments, projects, in class activities, quizzes, tests, and/or other assessments that they may use. Teachers will understand and be able to articulate why the grades they assign are rational, justified, and fair, acknowledging that such grades reflect their preferences and judgments. Teachers will be able to recognize and to avoid faulty grading procedures such as using grades as punishment. They will be able to evaluate and to modify their grading procedures in order to improve the validity of the interpretations made from them about students' attainments.

6. Teachers should be skilled in communicating assessment results to students, parents, other lay audiences, and other educators.

Teachers must routinely report assessment results to students and to parents or guardians. In addition, they are frequently asked to report or to discuss assessment results with other educators and with diverse lay audiences. If the results are not communicated effectively, they may be misused or not used. To communicate effectively with others on matters of student assessment, teachers must be able to use assessment terminology appropriately and must be able to articulate the meaning, limitations, and implications of assessment results. Furthermore, teachers will sometimes be in a position that will require them to defend their own assessment procedures and their interpretations of them. At other times, teachers may need to help the public to interpret assessment results appropriately. Teachers who meet this standard will have the conceptual and application skills that follow. Teachers will understand and be able to give appropriate explanations of how the interpretation of student

assessments must be moderated by the student's socio-economic, cultural, language, and other background factors. Teachers will be able to explain that assessment results do not imply that such background factors limit a student's ultimate educational development. They will be able to communicate to students and to their parents or guardians how they may assess the student's educational progress. Teachers will understand and be able to explain the importance of taking measurement errors into account when using assessments to make decisions about individual students. Teachers will be able to explain the limitations of different informal and formal assessment methods. They will be able to explain printed reports of the results of pupil assessments at the classroom, school district, state, and national levels.

7. Teachers should be skilled in recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

Fairness, the rights of all concerned, and professional ethical behavior must undergird all student assessment activities, from the initial planning for and gathering of information to the interpretation, use, and communication of the results. Teachers must be well-versed in their own ethical and legal responsibilities in assessment. In addition, they should also attempt to have the inappropriate assessment practices of others discontinued whenever they are encountered. Teachers should also participate with the wider educational community in defining the limits of appropriate professional behavior in assessment. Teachers who meet this standard will have the conceptual and application skills that follow. They will know those laws and case decisions which affect their classroom, school district, and state assessment practices. Teachers will be aware that various assessment procedures can be misused or overused resulting in harmful consequences such as embarrassing students, violating a student's right to confidentiality, and inappropriately using students' standardized achievement test scores to measure teaching effectiveness.

Appendix B

Assessment Competency Standards for Australian Teachers

Focus Area	Graduate	Proficient	Highly Accomplished	Lead
Assess student learning	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	Evaluate school assessment policies and strategies to support colleagues using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.
Provide feedback to students on their learning	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.	Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.
Focus Area	Graduate	Proficient	Highly Accomplished	Lead
Make consistent and comparable judgements	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	Organise assessment moderation activities that support consistent and comparable judgements of student learning.	Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.
Interpret student data	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.
Report on student achievement	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and	Report clearly, accurately and respectfully to students and parents/carers about student achievement,	Work with colleagues to construct accurate, informative and timely reports to students and parents/ carers about	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students,
	the purpose of keeping accurate and reliable records of student achievement.	making use of accurate and reliable records.	student learning and achievement.	parents/carers and colleagues.

Source: Australian Institute for Teaching and School Leadership (2011)