

Standing Committee on Literacy Assessment

Charge:

- *To monitor developments in assessment policies and practices;*
- *To inform Council leaders and NCTE members, as they consider policy and advocacy, about ways assessment practices are impacting teachers.*
- *To identify assessment practices that support the kinds of teaching and learning that research in literacy, language arts, literature, and composition studies demonstrates as most significant and effective.*
- *To identify opportunities or needs for NCTE research and/or publications on literacy assessment*

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2017? In each activity describe the more important features of the work, and connect your work to the NCTE Vision Statement, if applicable.

1. What actions, projects, initiatives, or studies are “in progress” at this time?

- Preparing a Roundtable for the 2018 NCTE Annual Convention: Teachers as Assessment Leaders in Literacy: Roundtable Discussions
- Technical report based on the Survey of NCTE Policy Representatives about the implementation plans for Every Student Succeeds Act
- *Ways to Change the Conversation about Assessment Campaign.* A year-long series of blogs for the NCTE blog that focuses on literacy assessment and helping teachers change the conversation away from the focus on standardized assessments and more about assessment for learning. Based on the blogs, we plan to design material for members that they can download to share with colleagues, families, administrators, and others.

2. What have you accomplished so far, and what is your timeline for future work?

Conducted a roundtable session at NCTE Annual Convention, B.01 Friday, 11 am-12:15 pm, “Teachers as Assessment Leaders in Literacy: Roundtable Discussions”: We had a robust participation and discussion. Attendance at each table varied from about 3-25, with overall attendance about 50, although it is tough to be precise because participants moved around and some didn’t stay for both mini-sessions.

Survey of NCTE Policy Representatives: Completed the survey and shared preliminary results at NCTE with the Policy Representatives during their meeting; also shared updated results with NCTE leadership and the participants at the spring Advocacy & Leadership Summit. The report should be finished and shared with NCTE leadership in fall, before the convention (draft is in progress).

Ways to Change the Conversation about Assessment Campaign: We developed a banner and template for social media. The first blog was posted on August 27, 2018. The second blog is already submitted and will be posted in September. The others are being drafted. We are also thinking about how we can use these to create downloadable handouts to have available on the NCTE website to help blog readers and members have a more portable resource for peers, families, and administrators.

We proposed emphasizing/highlighting Literacy Assessment as part of the *Read, Write, Think reboot*: We shared our feedback and ideas with both Emily Kirkpatrick and Lisa Fink. Jenna Fournel, who serves on our committee, was involved in the initial discussions for this. We have had no follow up since last December-January.

3. How has the work of your group contributed to NCTE’s role in shaping the profession of teaching and/or the understanding of literacy in educational contexts?

All of our work contributes to the NCTE role in shaping the profession and/or the understanding the literacy contexts:

The Policy Survey has already been useful to NCTE leadership as well as our committee to get a sense of what teachers know and understand, and do not know and don't understand, about ESSA in their own state (K-12 and college reps).

Our Roundtable provided us with an opportunity to share information with members but also to hear back from them. The NCTE blog campaign (Ways to Change the Conversation about Assessment) was informed by the roundtables, surveys and our own experiences. Our contribution to the discussion about Read, Write, Think is another example of how we are using our expertise and position to help the NCTE leadership meet the needs of its members.

Peggy O'Neill, Chair