

Standing Committee on Literacy Assessment

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2019? In each activity describe the more important features of the work, and connect your work to the [NCTE Vision Statement](#), if applicable.

The Committee completed the following projects:

- Tech Report on the 2017-18 Survey of State Policy Representatives: included analysis of responses and recommendations to NCTE Executive Council. A series of blogs resulted from the policy analysis: <https://ncte.org/blog/category/assessment/>
- Ways to Change the Conversation about Literacy Assessment: a campaign aimed at moving the conversation away from standardized testing and toward teaching and learning. This has involved a blog series, a poster, Twitter Chat and NCTE sessions

Committee Charge

Assessment continues to inform, even drive, curricula and pedagogies. Because it influences literacy teaching and learning—across the country and across every section of the Council—literacy assessment is a shared concern and a shared challenge. This committee will have the following 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.

1. List names, affiliations, and geographic region for all committee members.

Bobbie Kabuto, Chair, Queens College, CUNY, New York
Peggy O'Neill, Loyola University, Maryland
Elisa Waingort, Calgary, Alberta, Canada
Kathryn Mitchell Pierce, Saint Louis University, Missouri
Valenté Gibson, Richland School District, South Carolina
Eric Turley, School District of Clayton, Missouri
Melissa McMullen, Port Jefferson Station School District, New York
Jessie Wheeler, Bedford School District, Virginia
Chris Hass, Richland School District, South Carolina

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

The Committee has several initiatives and studies in progress. They are:

1. Everyday Advocacy: A campaign that evolved from Ways to Change the Conversation on Literacy Assessment. The campaign aims at linking assessment with advocacy work to support teachers in becoming advocates for themselves and students when it comes to literacy assessments and public policy.
2. Culturally Relevant and Anti-Racist Assessment Practices. This project will involve (1) studying the literature and materials that will inform an understanding of anti-racist assessment practices and (2) a study of research briefs and reports from policy centers around the US to explore the current narrative on culturally relevant and anti-racists assessment practices.
3. Assessment Stories on the Ground. This project involves collecting survey data from teachers as they pivoted to online/distance learning because of COVID-19.

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

The Committee met monthly via Zoom. The meeting minutes are posted in a Google Drive.

The Committee has accomplished the following:

1. Offered two sessions at the NCTE 2019 Annual Convention
2. Created and distributed a survey Assessment Stories on the Ground to collect stories from teachers as they pivoted to online learning. We have received 34 responses and will start to

review the responses, which will assist the Committee in proposing future NCTE sessions and blogs.

3. Committee members wrote a series of blogs in the spring 2020 to support teachers as they pivoted to distance learning. Between January and May 2020, Committee members wrote a total of eight blogs: <https://ncte.org/blog/category/assessment/>.
4. The Committee hosted a NCTE Twitter Chat: <https://wakelet.com/wake/SI6zJYPGq-xF1H7Xu8bHd>, in June 2020.

The Committee's future projects include:

1. Develop the Everyday Advocacy Campaign
 - a. The Committee has two blogs planned for October and November 2020
 - b. Offer one session at the NCTE Annual Convention with the focus on Everyday Advocacy in November 2020
 - c. Connect survey data from Assessment Stories on the Ground with the Everyday Advocacy Campaign in December 2020-February 2021
2. Culturally Relevant and Anti-Racist Assessment Practices. The Committee will take this initiative up fully in 2021.

4. **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?**

Assessment is a driving force in literacy teaching and educational policy. Our work is directly aimed at helping NCTE members to understand the assessment link between teaching and learning, especially as it relates to equity and inclusion. During the spring 2020, we were interested in supporting NCTE members during the COVID-19 pandemic as educators pivoted to online learning. We are particularly focused on how to address formative assessment practices that involve a variety of stakeholders to support student learning. Our blogs in the spring 2020 exemplified our focus on these goals.

In response to the Black Lives Matter movement and racialized tensions in the US over the summer months, the Committee recognizes that educators play critical roles in challenging systemic racialized practices in schools. Furthermore, we are interested in elevating teachers' voices in decision making about assessment whether at the school, district, state, or federal level. To this end, we have begun two initiatives that are interrelated: Everyday Advocacy and Culturally Relevant and Anti-Bias Assessment Practices, to advocate for anti-bias, progressive assessment practices in K-16 classrooms. We are conducting a survey of teachers as they have had to adapt their assessment practices in the current context influenced by both a health pandemic and racial tensions in the United States.

Suggestions from your group: Your good ideas help direct future NCTE actions.

1. **What significant changes or trends in our field point to action from the Council?**

The Committee recommends that the Council pay close attention to the following:

1. Policy around assessment related to NAEP, particularly in the current context of COVID-19.
2. How research and policy briefs and reports coming out of policy centers around the US are being taken up by for-profit companies who have a narrow view on reading and writing assessment.
3. How the Science of Reading is controlling the narrative on reading assessment. This one-sided view of reading perpetuates racialized reading assessment practices that negatively impact and create deficit-oriented narratives of students of color.
4. Collaborate with the James R. Squire Office for Policy Research in the English Language Arts to study the intersection of anti-racist and anti-bias practices and progressive assessment practices

2. **What trends need to factor into medium- to long-term NCTE planning?**

1. SAT adversity index
2. NAEP Writing Assessment
3. Addressing the research behind the Science of Reading

Bobbie Kabuto, Chair