

FOR IMMEDIATE RELEASE

INTERNATIONAL LITERACY ASSOCIATION ISSUES BRIEF ON BEST PRACTICES IN LITERACY ASSESSMENT

NEWARK, Del. (June 12, 2017) — Without consideration for context and consequences, literacy assessments are meaningless, states the International Literacy Association (ILA) in a new brief.

According to ILA, in order to provide value for teachers and students, literacy assessments must reflect the multimodality of 21st-century reading and writing, the various purposes for assessment and the diversity of the students being assessed.

“Schools have become so focused on using the results of these assessments to evaluate their own performance that they lose sight of the real end goal—which is to improve teaching and learning,” says ILA Executive Director Marcie Craig Post. “We need to move away from these defaulted practices and think outside the box, consider the needs for assessment and re-envision new measurement tools that will better meet these needs.”

ILA asserts that the purposes for assessment should be clearly communicated, be composed of “authentic literacy activities” and employ tools and techniques that best capture different skills and knowledge. The brief also notes that stakeholders should be especially judicious when choosing assessments for English learners (ELs) and students who speak a different dialect.

Relying on high-stakes assessments often results in classroom instruction focusing on specific outcomes and, in turn, narrows the curriculum, the brief states. For example, many classroom assessments mainly use multiple choice formatting on exams in order to prepare the students for end-of-the-year summative assessments.

To avoid these consequences, ILA says that stakeholders must deeply consider the various purposes for assessment and thoughtfully select assessments that best serve this set of purposes.

When schools select assessments based on these guidelines rather than their “technical measurement properties,” the results can serve as strong incentives for educational reform to the benefit of the school, the teacher and the student.

The full brief is available online [here](#).

-MORE-

About the International Literacy Association

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers and experts across 75 countries. With over 60 years of experience, ILA has set the standard for how literacy is defined, taught and evaluated. ILA collaborates with partners across the world to develop, gather and disseminate high-quality resources, best practices and cutting-edge research to empower educators, inspire students and inform policymakers. ILA publishes *The Reading Teacher*, *Journal of Adolescent & Adult Literacy* and *Reading Research Quarterly*, which are peer reviewed and edited by leaders in the field. For more information, visit literacyworldwide.org.

Media Contact: For all media inquiries, including interview requests, please contact press@reading.org.

###