



Improving Assessment Literacy of Students, Parents, Educators & Policymakers

Tuesday, June 21, 2016
2:30 - 3:30 p.m.

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Developing the Assessment Literacy of Students, Educators, and Policymakers

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The Michigan Assessment Consortium (MAC) is a non-profit organization of Michigan educators designed to promote greater understanding about and use of assessment in Michigan.

The goal of the MAC is to help educators use assessment to improve their teaching and students' learning.

A variety of MAC resources can be accessed at www.michiganassessmentconsortium.org



Assessment Literacy Defined

An assessment literate individual is one who understands how student assessment can enable them to better carry out their role in education, believes that assessment can improve teaching and learning, and puts into place activities and behaviors to act on these beliefs

Who Needs to be Assessment Literate?

- Everyone with a stake in education needs to be assessment literate, including:
 - Students
 - Parents/guardians
 - Teachers
 - Specialists at the district and building levels
 - Building administrators
 - Central office administrators
 - Policymakers at the local, state, and national levels
 - Public

Why is Assessment Literacy Needed?

- Assessment literacy is needed for several reasons
 - Lack of understanding about assessment by those who adopt policy and laws, and govern our schools
 - Lack of understanding by those who teach our students or lead our schools, due to continued lack of pre-service preparation for educators
 - Misunderstanding by parents and students about how student assessment can promote high quality student learning
 - Increased volume and changes in types of student assessments
 - Increased stakes for students, educators, and school

Why is Assessment Literacy Needed?

- Research has shown that students who more involved in their own learning – and assessment – achieve more
- Effective use of formative assessment practices requires teachers to understand how on-going instructionally-embedded assessment can help all student achieve at higher levels
- Administrator involvement in school improvement activity is also related to higher student achievement

Standards Development

- Separate standards were developed for:
 - Students
 - Parents
 - Teachers
 - Building administrators
 - District administrators
 - Local and state policymakers
- The MAC Assessment Literacy standards include
 - Dispositions (i.e., beliefs)
 - Knowledge
 - Performance (i.e., skills)
- Goal—provide a common basis for work in increasing assessment literacy

Standards Development Process

- The work was begun by the MAC Board
- A review of the literature was conducted
- Other sets of standards were examined
- An initial draft of ALS was created
- Another draft of ALS was produced and reviewed externally by Susan Brookhart, Carol Commodore, Margaret Heritage, Ken O'Connor, Jim Popham, Rick Stiggins
- An in-state review packet/survey was used to gather input from MI educators

Sample Disposition Standards

Building-Level Administrators should believe that:

- An effective assessment system must balance different purposes for different users and use appropriate assessment methods to measure different learning targets.
- Multiple measures can provide a more balanced picture of a student or a school.
- Quality assessments are a critical attribute of effective teaching and learning.

Building-Level Administrators should know:

- A balanced assessment system consists of both of the following:
 1. Different users have different assessment purposes.
 2. Different assessment purposes may require different assessment methods.
- The different types of assessment methods and when teachers should use each
 - Selected response
 - Constructed response
 - Performance
 - Personal communication

Sample Performance Standards

Building-Level Administrators should promote a culture of appropriate assessment practice by:

- Promoting assessment literacy for self and staff

Building-Administrators should promote the use of assessment data to improve student learning through the alignment of curriculum, instruction and assessment by:

- Using assessment results, including subgroup performance, to influence the school's curriculum and instructional program.
- Using multiple sources of data over time to identify trends in learning.

Current Work of the MAC

- Developed a proposal for planning a larger grant proposal to create assessment literacy development strategies and resources; proposal has been accepted, but funding is pending
- The MAC will network MI professional organizations to think about what their members need to become more assessment literate—short-, medium-, and long-term
- The work is envisioned as occurring over a number of years, on an on-going basis

Current Work of the MAC

- Work will start with a review of available resources
- Goal is to develop or suggest resources to address the current state of assessment illiteracy
- The MAC is committed to seeing this through – to continue as it can with available resources to push for greater assessment literacy
- The MAC has developed Assessment Literacy Self-Assessments to
 - Gather data for proposal writing
 - Individual awareness about assessment literacy
 - Promote organizational work on assessment literacy

Assessment Development

Separate Assessment Literacy Self-Assessments have been or will be created for:

- Teachers
- Building administrators
- District administrators
- Local policymakers
- State policymakers

Creating an Assessment Credentialing System

Assessment Specialist Credential

- A longer-term goal of the MAC is to develop a credential system that permits teachers and administrators to be endorsed or certified as “assessment specialists”
- The goal is to have such specialists in every school and district in the state
- The introductory modules are the first part of a more complete assessment learning program that the MAC will develop

Next Steps for the Michigan Assessment Consortium

Introductory Assessment Learning Modules

- Are a comprehensive introductory assessment-learning program designed for individuals who want or need to know more about how student assessments are developed and used.
- This includes students and their parents, teachers, building administrators, district administrators, and local and state policymakers.
- The goal of this program is to help individuals understand the value and limitations of assessments in improving student learning and the instruction provided by educators.

Next Steps for the Michigan Assessment Consortium

Introductory Assessment Learning Modules

- The modules are currently under development.
- A modular approach was used so that learning could occur in short or longer sessions, on one or more days, either together or over time.
- It is anticipated that each module will contain a presentation, include within it built in individual and group learning activities, and with a discussion guide for use at the conclusion of each module to guide group discussion and deeper assessment understanding.
- The first round of reviews have taken place and revisions are currently underway.

Introductory Assessment Learning Modules

Introductory Assessment Learning Modules

1. Introductory Module – What is AL and Why is it Important?
2. Standards and Assessment
3. Developing a High Quality, Balanced Assessment Systems
4. Developing or Selecting Appropriate Assessments
5. The Formative Assessment Process
6. Making Meaning from Student Assessments
7. Using and Communicating Assessment Results to Promote Student Learning
8. Criteria for High Quality Assessment

Next Steps for the Michigan Assessment Consortium

Module 3 - Developing a High Quality, Balanced Assessment Systems

Goal: Recognize the components of a balanced assessment system and the different types of measures used in it.

- Introduction to Assessment Design

 - Uses of Assessment

 - Users of Assessment

 - Types of Assessment

 - Users and Purposes of Assessment

- Elements of a Balanced Assessment System

 - Summative

 - Interim Benchmark

 - Formative Assessment Strategies

- Successful Implementation of a Balanced Assessment System

- Example Assessment Designs

Next Steps for the Michigan Assessment Consortium

Module 6–The Formative Assessment Process

Goal: Describe the elements of the formative assessment process as well as how teachers would use them.

What is Formative Assessment?

What are the Components of Formative Assessment?

Planning

Learning Targets

Eliciting Evidence of Student Understanding

Formative Feedback

Learning and Instructional Decisions

How is Formative Assessment Used in an Instructional Cycle?

How Can Teachers Learn to Use Formative Assessment Practices?

How Can Administrators Support Use of Formative Assessment Practices?

Next Steps for the Michigan Assessment Consortium

Assessment Credentialing System

- This introductory series is envisioned as part of a more comprehensive assessment-learning program that the MAC hopes to develop.
- A more advanced program of assessment learning might lead to assessment specialty endorsement for administrations and MAC certification for teachers, with the goal of preparing assessment specialists for each district and school in the state.
- Our long-term goal is to help make Michigan the state of assessment literacy!

Next Steps for the Michigan Assessment Consortium

Assessment Literacy Network (ALN)

Michigan education organizations will be mobilized to help create the assessment learning their members need – an ALN

The purpose of the ALN is:

- to make fellow educational organizations and their members aware of the MAC's assessment literacy standards
- help them understand what assessment literacy means,
- and arrive at a deeper understanding of the assessment literacy needs of the members of the organizations, thereby encouraging each organization to work with the MAC in strengthening the assessment literacy of the members of each organization.



Next Steps for the Michigan Assessment Consortium

Assessment Literacy Network (ALN)

- The cornerstone of the ALN will be the MAC Assessment Literacy Standards.
- The MAC envisions bringing in national experts to work with this group to create a professional learning community unlike any other.
- Through professional development and professional inquiry, the ALN will be in a position to promote sound assessment practice.
- Regardless of any changes to Michigan's state testing system, it is more important now than ever that students and their parents, educators, and other citizens be assessment literate.

Next Steps for the Michigan Assessment Consortium

Assessment Literacy Network (ALN)

- A letter of invitation has been crafted and will be sent to educational organizations for membership
- Recommendations related to purpose and operation have been established
- Meeting dates and times for the ALN have been selected
- Contact has been made with MDE and Michigan's state superintendent to garner their input and assure the intent of the group is to be helpful and assistive
- The group will begin to meet during the 2016-2017 school year.

For More Information

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