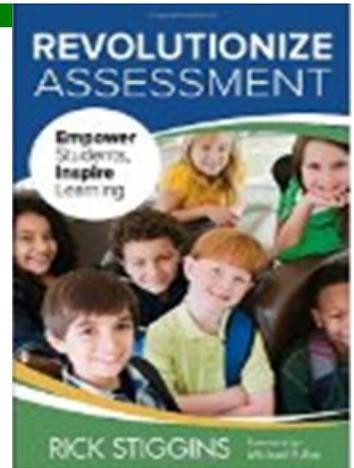


MICHIGAN ASSESSMENT CONSORTIUM

Revolutionize Assessment Process Guide



This guide is a companion to the book *Revolutionize Assessment: Empower Students, Inspire Learning* by Dr. Rick Stiggins. The questions and prompts may be used by individuals, small groups, or large groups to explore positive assessment practices. The Process Guide has been developed by the Michigan Assessment Consortium to support facilitated book study groups.

The guide is formatted with two options:

- 1) Option 1: The structure is intended to have overall exploration of themes presented throughout the book. One theme or several may be examined within the time frame of one or two meetings. Each theme also has extended learning opportunities to consider. Guide pages 2-3.
- 2) Option 2: For those book groups who are reading chapter by chapter or want to have people reflect on a similar question by chapter, feel free to use or alter the questions presented to meet the needs of your team. Guide pages 4-5.

It is hoped that by thinking and deliberating on the ideas presented within *Revolutionize Assessment*, users may have the opportunity for deeper reflection of individual assessment practices and the assessment practice in your education setting.

Best wishes on your journey!

Learning Goals

Learners will

- begin to explore the status of assessment practices within the educational setting
- consider the impact of assessment practices on student motivation
- reflect on the potential assessment literacy needs of their own professional practice within the role they serve
- think about ways to implement and use high-quality assessment for learning practices

Inclusion

Below are two inclusion activities that may be used at the beginning of your meeting

- 1) **Years in Review**—Provide participants with a year written on a large index card (ex 1991). The years 1990-2015 typically work. Create a timeline and have participants respond to the following prompt—*Given the year, what might have been your relationship with assessment?* Once everyone has shared, in pairs discuss what were trends or themes across the years.
- 2) **Be the Student**—Select a grade and imagine yourself as a student. Make a list of all assessments you may find yourself taking. With your list, imagine what struggling students may be thinking or feeling as they take the assessments. Share with a colleague the trends and student impressions you may be noticing within the grade and across grades.

Option I: Revolutionize Assessment Process Guide



“Traditional assessment practices in the U.S. are based on instructional and motivational principles that cause many students to give up in hopelessness and accept failure rather than driving them enthusiastically toward academic success.”

Rick Stiggins



Theme I - Assessment Through the Student Eye (Chapt 1-3)

Discussion Prompts:

Describe your district’s assessment system.

What purpose(s) do the assessments serve?

When thinking about the method of assessments, in what ways do they reflect the learning targets taught?

Who are the users of assessment data/evidence and in what ways does the data/evidence get used?

When thinking about national, state, local and classroom assessments, in what ways is your district using the data collected?

In what ways does the current assessment system support and/or hinder student learning and achievement?

Extended Learning Opportunity: Using Dr. Stiggins’s Keys to Quality Assessment—conduct an assessment audit for your school/district. Consider the following for each assessment listed: assessment purpose (**of** learning or **for** learning), method of assessment, communicating results.

Theme II - Engaging Students in the Assessment Process (Chapt 5)

Discussion Prompts:

In what ways do you see or hear assessment for learning practices used in classrooms?

How do you know students are aware of the learning targets expected of them?

What might you see or hear in teacher and student actions that assessment for learning evidence is being used to move students toward the target?

What may be questions teachers have as they include more high-quality assessment for learning practices?

Extended Learning Opportunity: Conduct a survey of student learning efficacy related to assessment for learning practices created by Stiggins and Popham, [Assessing Students’ Affect Related to Assessment for Learning](#)

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Theme III - Building Local Assessment Literacy (Chapt 4-5)

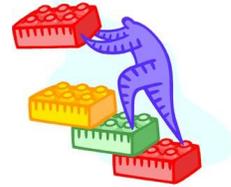
Discussion Prompts:

In what ways are the assessments used in your classroom or building, support student learning?

In what ways, does you building or district leadership encourage the development of assessment literacy?

What may be lacking in the full development of an assessment literate staff?

Extended Learning Opportunity: Access the [MAC Assessment Literacy Standards](#). Select an educator role. Using two different color highlighters use one color to highlight those standards that you have a level of confidence and use the other color to highlight those standards you want to know more about. Consider what actions could be taken to close any assessment literacy gaps.



Theme IV - Giving Teachers and Administrators the Tools (Chapt 6)

Discussion Prompts:

When considering Jan Chappuis's 7 (seven) strategies of assessment for learning (page 62), which strategy do you see effectively implemented and which may need further exploration?

Of the 3 (three) local priorities (page 74), which priority would you like to learn more about?

Extended Learning Opportunity: To learn more about assessment for learning or formative assessment practices, visit the MAC website for free videoconferences on the topic of formative assessment.

[Engaging Teachers in Formative Assessment to Improve Learning](#)

[Formative Assessment: What It Is and What It Isn't](#)

“Good practice involves much more than valid and reliable once-a-year test scores. There is no question, we know better and can do better.”

Rick Stiggins

Moving Forward

- When thinking about the 4 themes explored in Dr. Stiggins's book, which one could be the focus for sustained learning?
 - What resources may be helpful to explore this theme more deeply?
 - Who would be key stakeholders to implement any changes?
 - How will you know progress is being made in student actions? Teacher actions? Your own assessment practice?
- Consider embedding strategies in your District or School Improvement Plan that advance development of assessment literacy. The MAC resource, [Assessment Literacy Standards and School Improvement Framework 2.0](#) illustrates the connections.
- Create a learning team and use the text, [Assessment Balance and Quality: An Action Guide for School Leaders](#), to create a roadmap for high-quality assessment practice.





Keep the following Quote in mind throughout the reading and discover together how this quote relates to the Realm of Educational assessment we are currently facing.

“Leaders must encourage their organizations to dance to music not yet heard”

Warren G. Bennis

Chapter 1: A Hidden Crisis in American Education

Have learners do the following:

- Note three (3) important topics that they can share about the Crisis in American Education. Have participants write and share their “elevator speeches” or tweets (140 characters or less).
- Note two (2) questions to discuss in more detail.
- Share one (1) idea they can implement (or do) right away with the information they have learned.

Additional Resources to Support Learning:

[Assessment Literacy with Rick Stiggins](#)— a 14-minute video with Dr. Stiggins on the importance of assessment literacy

Chapter 2: To Begin With, We Must Understand This Realm of Educational Assessment

- Use the chart format below to create a continuum of assessments being used in your building/district. Be prepared to talk about your assessment matrix and the strengths and weaknesses of these varied types of assessments.



Formative Assessment Practices (to improve instruction)	Interim Assessments (flexible, open, used for actionable feedback)	Summative Assessments (benchmarked to CCR)

- Why is the concept of having an assessment calendar important?
- What four (4) questions should guide our assessment decisions?

Additional Resources to Support Learning:

The MAC website contains a downloadable PDF template [Assessment Snapshot Matrix](#)

“Under the right conditions, there are other assessment practices which can have a profoundly positive impact on student learning success.”

Rick Stiggins

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Chapter 3: Understanding Our Assessment Trap

- Describe the current assessment trap and the effects it has on students.
- Share ideas of how to begin reducing the trap for the students in your district or regional area.

Additional Resources to Support Learning:

The 90-minute videoconference presentation titled [The Link Between Student Motivation and Assessment Practices](#) with Dr. Carol Commodore explores the research behind quality assessments.

Chapter 4: These Are Troubled Times in the Realm of Educational Assessment

- Jot a few ideas of the “disconnects” that are causes to the troubled times in our educational assessment system.
- Brainstorm ideas as to how we can turn disconnects into positive connections within our schools.

Additional Resources to Support Learning:

Read a short white paper [The Role of Student Achievement in the Evaluation of Teachers](#) by Dr. Rick Stiggins or create a study group around Dr. Stiggins’s book, [Defensible Teacher Evaluation Through Classroom Assessment](#).

Chapter 5: A New School Mission Demands a New Assessment Vision

- What should assessment leadership look like at each level?
- How can we create Learning Champions?
- Share success stories with the group so we can learn from each other.

Additional Resources to Support Learning:

Explore the guide by Dr. Stiggins and Jan Chappuis, [An Introduction to Student-Involved Assessment FOR Learning](#), 2011, Pearson.

Chapter 6: Assessment for Truly Effective Schools Requires Local School Leadership

- What will it take to make the “local priorities” a reality?
- What are the potential problems we may face with some of the priorities?
- How might we learn from one another? How do we turn possibilities into reality to benefit student learning?

Additional Resources to Support Learning:

View the 70-minute MAC videoconference featuring Dr. Carol Commodore, [Assessment Literacy: Using Information to Make Sound Decisions](#).

Chapter 7: A Concluding Message to the Measurement Community?

- Where do we go from here? How do we share the learning with others?
- If Dr. Stiggins was in the room with us right now, what questions would we want him to answer to guide our work moving forward?



“The situation calls for a fundamental redefinition of assessment’s role in our schools—it can and must both support student learning and certify it.”

Rick Stiggins



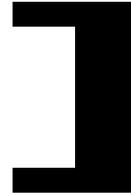


1001 Centennial Way
Suite 300
Lansing MI 48917
517.927.7640



We're on the Web!

www.michiganassessmentconsortium.org



The mission of the Michigan Assessment Consortium is to improve student learning and achievement through a system of coherent curriculum, balanced assessment and effective instruction. We do this by collaboratively....

- Promoting assessment knowledge and practice
- Providing professional development
- Producing and sharing assessment tools and products.

Other Assessment Related Books

Defensible Teacher Evaluation: Student Growth Through Classroom Assessment

Rick Stiggins, 2014

Corwin

Assessment Balance and Quality: An Action Guide for School Leaders

Chappuis, Commodore, and Stiggins, 2010

Assessment Training Institute

Transformative Assessment in Action

W. James Popham, 2011

ASCD

Formative Assessment in Practice: A Process of Inquiry and Action

Margaret Heritage, 2013

Harvard Education Press

