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The following list illustrates some of the most important criteria that student assessments selected for use in Michigan need to address. These are based on good assessment practice, the U.S. Department of Education's *Peer Review of State Assessment Programs Non-Regulatory Guidance* (USED, 2015), and the *Principles for Creating an Effective Statewide Assessment System* published by the Michigan Assessment Consortium (2013). Addressing these criteria for the assessment measures selected for use is essential in creating Michigan's statewide assessment system; the result would be an assessment system that is both useful and technically sound.

Number	Criterion	Implications
1	The purposes for statewide assessment, and those used for instructional purposes at the district and school levels, need to be clarified and aligned.	<p>Instructional and school accountability purposes for assessment could require different assessments to be used. For example, an assessment used for accountability purposes might focus on a small set of common skills, while an assessment used for instructional purposes might assess students at their current instructional current levels, which likely will be different for different students (not on a common set of skills and assessment tasks).</p> <p>Instructional assessments may not assess students on a common set of items, nor measure whether students are achieving grade-level standards. For instructional purposes, this is okay, but likely will not be acceptable for school accountability purposes.</p> <p>Thus, two assessments might be required to accomplish these two typical but different purposes for assessment.</p>
2	The assessments used should promote instruction on the breadth and depth of the state's academic standards.	The assessments used should encourage schools to attend to the breadth and depth of their local curriculum and state academic standards, not focus just on the skills that are state-assessed.
3	The assessment(s) used should not take away local control of school curricula and instructional programs to permit schools to decide when and how to teach the state's academic standards during each grade level.	Using common interim assessments multiple times during the school year as part of the state assessment system (or in place of end-of-year summative tests) may serve to create a <i>de facto</i> common curriculum and instructional sequences that take away local discretion on what gets taught and when, since frequent testing may "force" schools to teach what will be tested in the next assessment cycle.

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4	The assessments used should use assessment formats compatible with the state's academic standards.	Because the academic content standards call for students to demonstrate their skills as well as knowledge, a combination of multiple-choice and written-response/constructed response items will be needed to fully align to the state's academic standards.
5	The assessments used must fully align to the content of the state's academic standards.	The assessment must measure the state's academic standards faithfully, which means adequately measuring the content of the standards.
6	The assessment should be able to report whether students have achieved the grade-level academic standards identified by the state.	The assessments used must assess students on the skills identified by the state for students at each grade level. Off-grade assessments might also be used, but should not substitute for measures of on-grade-level achievement.
7	Assessments should report on the actual skills students have and have not achieved.	<p>The assessment should report to teachers and parents what students actually know and can do. The use of "predicted" or "probability" scores, based on the likelihood of passing skills tested at a set threshold (e.g., a scale score indicating that a student has a 50% or higher probability of knowing a skill) is not a substitute for reports of actual achievement.</p> <p>Probability scores do not help teachers truly understand what the students they are teaching do or do not understand.</p>
8	Assessment results are summarized in a manner that permits schools in need of assistance to be identified.	<p>The assessment should report summary scores that are comparable across districts and schools (based on the same measures), so comparisons are made based on a common score scale.</p> <p>For accountability purposes, common measures across students and schools helps to assure that the state is helping those schools who truly need the greatest help.</p>

About the Michigan Assessment Consortium - the MAC is a not-for-profit, non-partisan, statewide organization whose mission 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 learning opportunities and producing and sharing assessment tools and resources.