



ASSESSMENT LEARNING NETWORK  
2017-18

SESSION 2 – 12.15.2017  
UNIVERSITY CLUB, LANSING, MICHIGAN

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**An Assessment to  
Every Purpose, Under Heaven**

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*Welcome from*

## **Michigan Assessment Consortium**

We are a species and a profession that likes to name things. In the masses of stars that we see nightly, a handful of them have been grouped by a common name that helps us to conveniently identify them. We gather stars together in meaningful patterns, give them a name we agree to, and from there we can converse about the world.

As a group, educators and policy-makers use several conflicting terms to describe concepts and practices within our profession, and in assessment specifically. Most often we over-generalize and take one term and suggest it means many things. This hasn't helped our capacity to create systems that have all necessary elements represented in appropriate amounts to teach children.

The Assessment Learning Network represents a serious effort to provide a forum for the many important perspectives that contribute to education. Thank you for participating in this forum; together we can begin to develop a common language and a shared understanding about assessment practices and systems that will assure a quality education for every child in Michigan and support individual student achievement.

*Kathy*

Kathryn Dewsbury-White, Ph.D.  
President & CEO, Michigan Assessment Consortium

## ALN Norms

The Assessment Learning Network is a group whose purpose is to learn together. To support this learning, the following norms have been adopted.



**Listen fully and reflectively**



**Seek to understand before being understood**



**Hold the experiences and revelations of others with care**



**Protect confidentiality**



**Challenge the limits of your potential**



**Think about how you might use what you learn to develop others' capacity to create balanced assessment systems**

# Agenda

9:00 am Registration, Coffee, Networking

9:30 am Assessment Learning Network Pre-session

- Welcome and Introductions
- Dialogue with guest presenter

11:00 am Break

11:15 am - 1:45 pm Lunch & Learn  
Shared learning and Q&A with guest presenter

1:45 pm Dessert & Dialogue  
Facilitated dialogue on presenter content

2:45 pm - 3:00 pm Wrap-up and Adjourn

The Assessment Learning Network has a dedicated, private website:  
[www.aln.michiganassessmentconsortium.org](http://www.aln.michiganassessmentconsortium.org)

Login: \_\_\_\_\_ Password: \_\_\_\_\_

## Featured Presenter



**Marianne Perie, PhD.**, is the Director of the Center for Assessment and Accountability Research and Design (CAARD), formed in 2016 at the University of Kansas. This Center evaluates the use of learning maps to build formative tools for teachers, researches the comparability of various devices used in computer-based testing, and designs accountability systems under the Every Student Succeeds Act (ESSA).

Previously, Dr. Perie served as the Director for the Center for Educational Testing and Evaluation (CETE) for three years. In that role she oversaw the Kansas Assessment Program, the Alaska Measures of Progress, the Career Pathways Assessment, two grants, and provided technical support on the Dynamic Learning Maps consortium. As a member of the University of Kansas (KU) graduate faculty in the School of Education, she has taught courses in advanced measurement theory and scaling.

She currently serves on eight state technical advisory committees (TACs) and the research advisory committee for the AICPA.

## Featured Presenter Recommends Key Resources

Konstantopoulos, S., Li, W., Miller, S., & van der Ploeg, A. (2016). Effects of interim assessments across the achievement distribution: Evidence from an experiment. *Educational and Psychological Measurement*, 76(4).

Li, Y., Marion, S., Perie, M., & Gong, B. (2010). An approach for evaluating the technical quality of interim assessments. *Peabody Journal of Education*, 85 (2) pp. 163–185.

Perie, M., Marion, S., & Gong, B., (2009). Moving towards a comprehensive assessment system: A framework for considering interim assessment. *Educational Measurement: Issues and Practice*, 28(3) pp. 5-13.

Links to these documents are found on the ALN dedicated web page at [www.aln.michiganassessmentconsortium.org](http://www.aln.michiganassessmentconsortium.org)

## Featured Presentation

### An Assessment to Every Purpose, under Heaven

*To everything (turn, turn, turn)*

*There is a season (turn, turn, turn)*

*And a time to every purpose, under heaven*

*(the Byrds)*

Today's educators and parents often contend that there is too much testing. Yet policymakers worry that without measurement, parents will not know what their student has learned. Over the past two decades, the amount of assessment in schools has increased dramatically. However, contrary to popular belief, summative assessments do not take up most of the time spent on testing.

Based on a survey in 2016, less than 2% of instructional time was used for summative assessment. On the flip side, formative assessment is used daily. When a teacher probes a classroom for understanding, she is assessing formatively. As one teacher said, "formative assessment is just good teaching." The formative assessment process is part and parcel of the instructional cycle.

In the middle of these two types of assessment is the catch-all: interim assessment. Interim assessments can serve diagnostic or predictive purposes, or provide a measure of growth within a school year. To be used well, however, educators need to understand when and how to use them and what to do with the results. Interim assessments can be useful, but they can also waste a lot of instructional time confirming what a teacher already knows.

#### Framing Questions:

1. How can interim assessments be part of a balanced assessment system?
2. What do educators want to learn from interim assessment products?
3. What components would be necessary for an interim assessment to provide that information?
4. How are educators included in decisions of which interim assessment products to purchase?
5. Where is the balance between assessing and learning?



*ALN Members . . .*

## **Mark your calendars for Sessions 3 and 4!**

*Remember . . .* the Lunch & Learn portion of the day is open to interested non-ALN members. Invite colleagues who have an interest in the 2017-2018 topics.

**Friday, March 2, 2018 | 9 am-3:30 pm**

Eagle Eye, Bath, MI

**Jim Gullen**, Assessment Consultant for Macomb ISD & the MAC, will discuss in non-technical terms different approaches to measuring student growth and what such measures can and cannot be used for.

**Tuesday, May 8, 2018 | 9 am-3:30 pm**

University Club, Lansing, MI

**Margaret Heritage**, Senior Scientist, WestEd, returns to Michigan to review and expand on the power of the formative assessment process to support and advance student learning. The discussion will expand this year to tackle the issue of what it will take to help all educators become skillful in the use of formative assessment practices.

Register now to confirm your attendance at one or both of the upcoming events.

Click on “2017-18 Schedule of Events and Registration” at [www.aln.michiganassessmentconsortium.org](http://www.aln.michiganassessmentconsortium.org)









# Balance between assessing and learning

Handwriting practice lines consisting of 18 horizontal lines.

Network meetings are made possible through support from the Michigan Department of Education and the Michigan Assessment Consortium. ALN member associations are providing the time and expertise of their designated representatives.

