



ASSESSMENT LEARNING NETWORK
2016-17

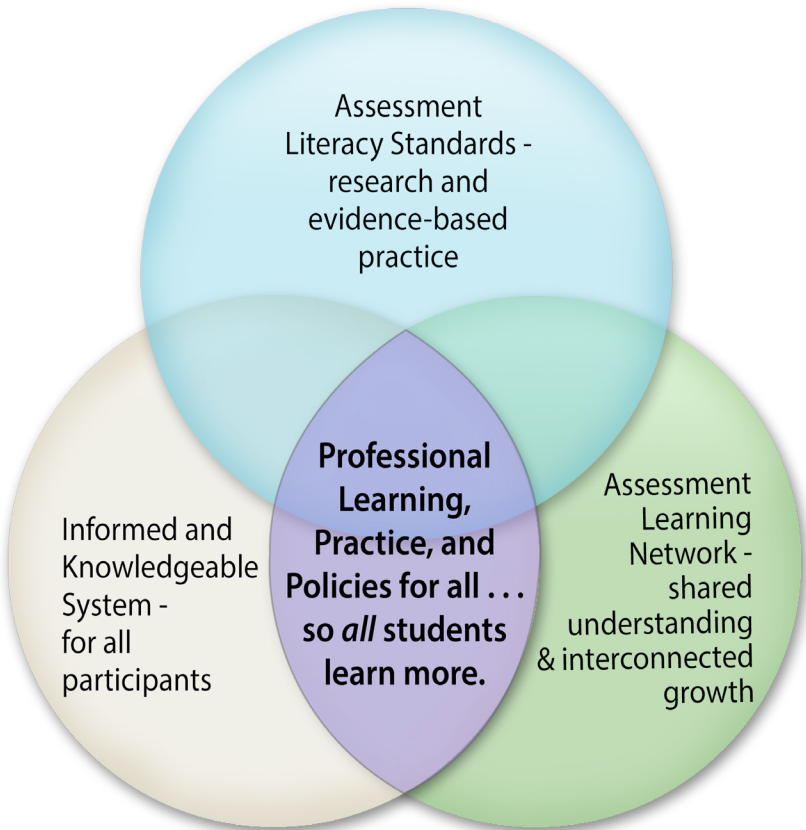
SESSION 2 – 2.13.2017
WASHTENAW ISD
ANN ARBOR, MICHIGAN

**The Role, Purpose and
Power of Assessment
for Learning in an
Assessment System**

Network meetings are 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.



Assessment Learning Network Theory of Action





Welcome from

Michigan Assessment Consortium

The Assessment Learning Network is built on a theory of action that suggests:

1. Research and evidence-based practice exist delineating what constitutes sound assessment practice and systems (the Assessment Literacy Standards)
2. All stakeholders that make up the system of education need to know what constitutes sound assessment practice and systems (including students, parents, teachers, administrators, policy makers)
3. It is important to invest in the development of these stakeholders about what constitutes sound assessment practice and systems in order to promote shared understanding and leverage the necessary interdependencies across stakeholders (the Assessment Learning Network)

By employing this theory of action, together we can increase our collective ability to create future professional learning opportunities, practices, and policies that serve *all* needs of *all* users of assessment information – with a premium on the needs of *all* students.

Kathy

Kathryn Dewsbury-White, Ph.D.

President & CEO, Michigan Assessment Consortium



Featured Presentation

The purpose of formative assessment is to inform ongoing teaching and learning in everyday classroom practice rather than to measure it or sum it up. In this presentation, formative assessment will be considered within the framework of a comprehensive assessment system as a means to ensure the learning needs of *all* students are continuously and consistently addressed. The presentation will explore what formative assessment is, what it is not, and why educators and other stakeholders should care about it; the distinctive yet complementary roles of teachers and students in formative assessment and how these are operationalized in the classroom; and the optimal classroom culture for formative assessment. The presentation will also consider the status of formative assessment implementation in the United States. Drawing on cross-national policy contexts, the presentation will also address how formative assessment can be promoted through policy and professional learning.

Framing Questions

1. How does the use of formative assessment practices improve students' learning?
2. Why do students need to be partners in the assessment process?
3. How do assessment practices in the U.S. compare to those in other countries?

Featured Presenter



Margaret Heritage joined WestEd as Senior Scientist in October 2014 after 22 years at UCLA, where she served as principal of the laboratory school of the Graduate School of Education and Information Studies, then as an Assistant Director at the National Center for Research on Evaluation, Standards and Student Testing (CRESST) UCLA. Before joining UCLA, she worked for many years in schools in the United Kingdom. She taught in the Department of Education at the University of

Warwick, England, and has taught in the Departments of Education at UCLA and Stanford University.

Her current work is focused on formative assessment and how to support teachers' effective implementation at scale. Her publications on the topic of formative assessment include *Formative Assessment in Practice: A Process of Inquiry and Action*; *Formative Assessment: Making It Happen in the Classroom*; and *Formative Assessment for Literacy and Academic Language* (co-authored with Alison Bailey). Her most recent book, *English Language Learners and the New Standards*, is co-authored with Aida Walqui and Robert Linquanti and is published by Harvard Education Press.

Featured Presenter Recommends Key Resources

Earle, L., M. & Katz, S. (2014). Challenging conceptions of assessment. In S. Swaffield. (Ed). *Unlocking assessment: Understanding for reflection and application*. London: Routledge.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77, 81-112.

Heritage, M. & Heritage, J. (2013). Teacher Questioning: The Epicenter of Instruction and Assessment. *Applied Measurement in Education*, 26, 176-190. Taylor & Francis: Philadelphia, PA.

Heritage, M. (2010). *Formative assessment and next-generation assessment systems: Are we losing an opportunity?* The Council of Chief State School Officers: Washington, DC.

Marshall, B., & Drummond, M. J. (2006). How teachers engage with assessment for learning: Lessons from the classroom. *Research Papers in Education* 18(4), 119-32.

Swaffield, S. (2011). Getting to the heart of authentic assessment for learning. *Assessment in Education: Principles, Policy & Practice*, 18(4), 433-449.

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

Agenda

9:00 am Coffee

9:30 am Overview and Welcome

9:45 am Assessment Learning Network Meeting, Part 1

- Member/Guest Introductions
- Review the vision for the ALN

10:00 am Featured Learning – *“The Role, Purpose and Power of Assessment **for** Learning in an Assessment System”* with Margaret Heritage

11:30 am Break

11:45 am World/Nation view on Formative Assessment Practice
Margaret Heritage

12:00 pm State view on Formative Assessment Practice
(introduction of the FAME program, with Kim Young et. al.)

12:15 pm Lunch & Networking

1:30 pm Assessment Learning Network Meeting, Part 2

- Member sample report session
- Processing (summary and highlights from am presentation)
- Discussion:
 - How does today’s presentation fit with the content from Session #1?
 - How do we communicate what we’re learning?
- Reporting out the group work from the pm
- Looking forward to Session #3

The Assessment Learning Network has a dedicated, private website:
www.aln.michiganassessmentconsortium.org

Login: _____ Password: _____

ALN Members . . .

Mark your calendars for Session 3

May 9, 2017 | 9am-3pm

University Club, Lansing, MI

Promoting Assessment Learning in Michigan – Helping Michigan to
Become the State of Assessment Literacy

Featured presenter:

Susan Brookhart, Ph.D., International Assessment Consultant



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