



ASSESSMENT LEARNING NETWORK
2016-17

SESSION 3 – 5.9.2017
UNIVERSITY CLUB, LANSING, MICHIGAN

Helping Michigan Become the State of Assessment Literacy

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.



Welcome from

Michigan Assessment Consortium

WELCOME FROM THE MICHIGAN ASSESSMENT CONSORTIUM

At our February event, we shared that the Assessment Learning Network is built on its own Theory of Action:

1. Research and evidence-based practice exist telling us what constitutes sound assessment practice and systems; this is articulated in the (Assessment Literacy Standards).
2. Education is a system, so all stakeholders that are a part of the system need to know what constitutes sound assessment practice and systems (including students, parents, teachers, administrators, policy makers).
3. By developing shared understanding about sound assessment practice and systems, we increase our collective ability to impact practice and policy in manner that serves all stakeholders, especially students.

Together, we have made an excellent beginning in developing this shared understanding. We hope you value the learning and networking experienced during the ALN's three convenings during the 2016-17 academic year. We look forward to deepening our learning together. Inspired by Michael Fullan's work, we believe that by developing our collective capacity and staying focused on the right drivers for change, we can make Michigan a model for assessment literate practice and systems.

Kathy

Kathryn Dewsbury-White, Ph.D.

President & CEO, Michigan Assessment Consortium





Featured Presentation

In this session, Sue Brookhart will tie together the previous ALN presentations on balanced assessment systems (by Jim Pellegrino) and formative assessment (by Margaret Heritage) and add insights to help the Assessment Learning Network take action, based on these understandings, to build assessment literacy in Michigan. Specifically, she will prioritize key learning needs for different role groups (e.g., students and their families, teachers, building and central office administrators, and local and state policymakers) and identify key assessment learning resources that already exist. The presentation will close by recommending some actions ALN members might consider to take advantage of resources that currently exist and to build local resources to fill gaps.

Framing Questions

1. Why is assessment important and worth all the attention we're giving it?
2. What are the components of a balanced assessment system?
3. What one or two critical understandings or behaviors for each role group would begin to improve assessment practices in the interest of better serving students?
4. What are some small steps that you and your organization can take now to improve assessment literacy in Michigan?
5. What successful implementation strategy have you experienced or observed in use by any role group or system-wide?

Featured Presenter



SUSAN M. BROOKHART, Ph.D., is Professor Emerita in the School of Education at Duquesne University and an independent educational consultant and author based in Helena, Montana.

Dr. Brookhart was the 2007-2009 Editor of *Educational Measurement: Issues and Practice*, and is currently an Associate Editor of *Applied Measurement in Education*. She is author or

co-author of 17 books and over 70 articles and book chapters on classroom assessment, teacher professional development, and evaluation. She serves on the editorial boards of several journals and on several national advisory panels. She has been named the 2014 Jason Millman Scholar by the Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE) and is the recipient of the 2015 Samuel J. Messick Memorial Lecture Award from ETS/TOEFL.

Dr. Brookhart's research interests include the role of both formative and summative classroom assessment in student motivation and achievement, the connection between classroom assessment and large-scale assessment, and grading. Dr. Brookhart also works with schools, districts, regional educational service units, universities, and states doing professional development. Dr. Brookhart received her Ph.D. in Educational Research and Evaluation from The Ohio State University, after teaching in both elementary and middle schools. She was a full-time faculty member at Duquesne University from 1989 through 2003, most recently as Professor and Chair of the Department of Educational Foundations and Leadership.

Featured Presenter Recommends Key Resources

For students and families

Understanding assessment: Resources for parents.
Edutopia. edutopia.org/assessment-testing-parent-resources#graph1

For building administrators and teachers

Brookhart, S. M. (2009). The many meanings of “multiple measures.” *Educational Leadership*, 67(3), 6-12.

Brookhart, S. M., & Moss, C. M. (2014). Learning targets on parade. *Educational Leadership*, 72(2), 28-33.

Moss, C. M., & Brookhart, S. M. (2009). The lay of the land: Essential elements of the formative assessment process. *Advancing formative assessment in every classroom*. Alexandria, VA: ASCD. First chapter, free on ASCD website at this link: ascd.org/publications/books/109031/chapters/The-Lay-of-the-Land@-Essential-Elements-of-the-Formative-Assessment-Process.aspx

For building administrators

Brookhart, Dewsbury-White, & Roeber, CCSSO 2016 handout, “Assessment Literacy Resources”

Brookhart, S. M., & Moss, C. M. (2013). Leading by learning. *Phi Delta Kappan*, 94(8), 13-17.

For policy makers and central office administrators

McDonnell, L. M. (2005). Assessment and accountability from the policymaker’s perspective. In: J. L. Herman & E. H. Haertel (Eds) *Uses and misuses of data for educational accountability and improvement* (pp. 35–54). The 104th yearbook of the National Society for the Study of Education, Part 2. Malden MA, Blackwell.

Brookhart, S. M. (2013). The public understanding of assessment in educational reform in the United States. *Oxford Review of Education*, 39(1), 52-71.

Brookhart, S. M. (2015). An introduction to different kinds of data. First chapter of *How to Make Decisions with Different Kinds of Student Assessment Data*. Alexandria, VA: ASCD. First chapter, free on ASCD website at this link ; ascd.org/publications/books/116003/chapters/An-Introduction-to-Different-Kinds-of-Data.aspx

Links to these documents are found on the ALN dedicated web page at aln.michiganassessmentconsortium.org

Agenda

(Times subject to change)

9:00 am Coffee

9:30 am Overview and Welcome

9:45 am Assessment Learning Network Meeting
Member/Guest Introductions

10:00 am Featured Learning, Part 1 - **Helping Michigan Become the State of Assessment Literacy**, with Dr. Susan Brookhart

11:00 am Break

11:15 am Featured Learning, Part 2 - Assessment Literacy within Key Roles

12:00 pm Lunch & Networking

12:45 pm Featured Learning, Part 3 - Resources for Assessment Literacy

1:30 pm Break

1:45 pm Assessment Learning Network Meeting, Part 2

- Summer Learning Challenge
- ALN planning for next year and beyond
- Group discussion, with Susan Brookhart

3:00 pm Adjourn

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

Login: _____ Password: _____

ALN Members . . .

Take the Summer Learning Challenge!

**Review and share the resources at
aln.michiganassessmentconsortium.org**

- Full keynote presenter videos
- Many sharable 2-to-4 minute “Learning Moment” videos
- Dozens of links to select print resources

Share your thoughts!

Watch for a survey coming soon!





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