



ASSESSMENT LEARNING NETWORK
2017-18

SESSION 1 – 10.10.2017
UNIVERSITY CLUB, LANSING, MICHIGAN

**Measuring what Matters:
Opportunities and Challenges
in the Equitable Assessment
of Science Proficiency**



Welcome from

Michigan Assessment Consortium

I'm pleased to welcome you to the second season of the Assessment Learning Network. We have made an excellent beginning in developing shared understanding around high quality assessment practice and systems. We hope you value the learning and networking so far, and that you've found an opportunity to explore and share the vast library of resources we've collected at the ALN website.

As we launch a new year, we invite you to aspire with us to become a community of practice. Etienne and Beverly Wenger-Trayner describe it as a group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. They point out that three characteristics are crucial to forming a community of practice:

1. **Commitment to a shared domain of interest.** In our case, we are deeply interested in developing assessment literacy among Michigan students, educators, policy-makers and other education stakeholders.
2. **Community member engagement.** The ALN offers joint learning activities, dialogue, and networking for mutual help and shared information, and relationships that enable members (and guests) to learn from each other.
3. **Shared practice around a repertoire of resources.** Together, we share experiences, stories, tools, and ways of addressing the opportunities and challenges inherent in nurturing high quality assessment practices.

Please join us over the next few months as we combine these three elements to cultivate a community of practice intent on making Michigan a state of assessment literacy, where quality assessment practices and comprehensive, balanced assessment systems improve learning and achievement for all students.

Kathy

Kathryn Dewsbury-White, Ph.D.

President & CEO, Michigan Assessment Consortium

¹*Introduction to communities of practice: A brief overview of the concept and its uses.* Etienne and Beverly Wenger-Trayner, 2015. Retrieved 9.27.17 from wenger-trayner.com/introduction-to-communities-of-practice

Agenda

9:00 am Registration, Coffee, Networking

10:00 am Assessment Learning Network Pre-session

- Welcome and Introductions
- Dialogue with guest presenter

11:00 am Break

11:15 am - Lunch & Learn

1:30 pm Shared learning and Q&A with guest presenter

1:30 pm Break

1:40 pm - Dessert & Dialogue

3:00 pm Facilitated dialogue on today's topic

3:00 pm Adjourn

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

Login: _____ Password: _____

Featured Presenter



James W. Pellegrino, Ph.D., is Liberal Arts and Sciences Distinguished Professor of Education, and Co-director of the *Learning Sciences Research Institute* at the University of Illinois at Chicago. His research and development interests focus on children's and adults' thinking and learning and the implications for assessment and instructional practice. He has published over 300 books, chapters, and articles in the areas of cognition, instruction, and assessment and has

chaired several National Academy of Sciences study Committees, including the *Foundations of Assessment*, *Defining Deeper Learning and 21st Century Skills*, and *Developing Assessments of Science Proficiency in K-12*. He is a past member of the Board on Testing and Assessment of the National Research Council and an elected member of the National Academy of Education and the American Academy of Arts and Sciences. He currently serves on the Technical Advisory Committees (TAC) of several states and organizations such as the College Board, the National Center on Education and the Economy, and more.

Featured Presentation

A key challenge in shaping science learning for the 21st century will be to develop new measures of learning that take into account what it means to be proficient in science (Pellegrino, 2013). The emergent view on proficiency, grounded in learning sciences research, emphasizes using and applying knowledge in the context of disciplinary practices. Referred to as *knowledge-in-use*, this perspective on science proficiency is a centerpiece of the National Research Council's (NRC) *Framework for K-12 Science Education* (NRC, 2012), embodied in the new U.S. national standards (NGSS Lead States, 2013) and emphasized in the NRC report on developing assessments to measure science proficiency (Pellegrino, Wilson, Koenig, & Beatty, 2014). Central to this view is that disciplinary content and practices should be integrated so that as students apply knowledge to make sense of phenomena and solve problems, they deepen. In this presentation, we describe a systematic and scalable approach for designing assessment items that measure student proficiency with new science learning goals that blend disciplinary core ideas and crosscutting concepts with practices. In doing so we also consider how this approach relates to the process of building coherent systems of science assessment that operate across levels from the classroom to district and state monitoring levels, including some of the options for building such a system from the “bottom up.”

Framing Questions

1. What are the conceptions that most people you know, including policy makers, educators, parents, and the public, have about:
 - what it means to know and learn science?
 - the teaching of science?
 - the assessment of science learning?
2. To what extent do those conceptions help or hinder the process of designing and implementing high quality instruction that includes assessments of “three-dimensional” science learning as part of normal educational practice?
3. What would it take for a state like Michigan to design and implement a coherent and balanced science assessment system tied to contemporary science standards? What are the opportunities as well as the barriers?



Featured Presenter Recommends Key Resources

1. Pellegrino, J. W. (2016). *21st century science assessment: The future is now*. (SRI Education White Paper). Menlo Park, CA: SRI International.
2. Pellegrino, J. W. (2013). Proficiency in science: Assessment challenges and opportunities. *Science*, 340, 320-323.
3. Harris, C. J., Krajcik, J. S., Pellegrino, J. W., & McElhaney, K. W. (2016). *Constructing assessment tasks that blend disciplinary core ideas, cross-cutting concepts, and science practices for classroom formative applications*. (SRI Education White Paper) Menlo Park, CA: SRI International.
4. Pellegrino, J. W., Wilson, M. R., Koenig, J. A., & Beatty, A. S. (Eds.). (2014). *Developing assessments for the next generation science standards*. Washington, DC: National Academies Press.
5. Next Generation Science Assessment Project website:
nextgenscienceassessment.org
6. Next Generation Science Assessment Project Task Portal for Teacher and Student Use: ngss-assessment.portal.concord.org

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

ALN Members . . .

Mark your calendars for Sessions 2, 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, December 15, 2017 | 9am-3:30 pm

University Club, Lansing, MI

Marianne Perie, Director of the Center for Assessment & Accountability Research and Design, University of Kansas, will explore potential roles for interim assessment within a balanced approach to assessment, with special attention given to the appropriate use of such assessments.

Friday, March 2, 2018 | 9am-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 | 9am-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 be expanded this year to tackling the issue of, what will it take to help all educators become skillful in the use of formative assessment practices.

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

Click on “2017-18 Schedule of Events and Registration” at www.aln.michiganassessmentconsortium.org



How our conceptions help/hinder instruction and assessment

A series of horizontal lines for writing, consisting of 17 lines spaced evenly down the page.

