ALN
ASSESSMENT LEARNING NETWORK

ASSESSMENT LEARNING NETWORK
2017-18

SESSION 3 – 3.2.2018
EAGLE EYE GOLF CLUB
BATH, MICHIGAN

Measuring Student Growth:
So Much More than
Subtracting Two Numbers

Welcome from
Michigan Assessment Consortium

> **"If you think good design is expensive, you should look at the cost of bad design."**
>
> – Dr. Ralf Speth, CEO Jaguar

Purpose is a consistent theme and important consideration when we talk about assessments; assessment practices; and creating quality, comprehensive, balanced assessment systems.

Should we measure proficiency; should we measure growth; should we measure both? The higher the stakes associated with the use of information, the more thoughtful and exacting we want to be about decisions we make.

What if we started every policy discussion with a clear statement of intent? It would include:

- What we will measure
- Why we want to measure it
- Who the primary users of the information will be
- What decisions we would hope to make based on the information
- How we will report the information

Those in our industry with measurement expertise would focus their energy on answering *how* a measure should be built to meet the primary users' information needs and what the implications will be for production of accurate, dependable information.

Today's ALN session provides an overview of the methods currently available to measure growth. As discerning learners, you are invited to think about purpose and who the primary user of growth information will be in a variety of contexts. It's at this point we can begin to enter into serious social conversation about how we direct the use of our public resources and implications about which methods and means hold the most promise for providing a public education of very high quality.

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
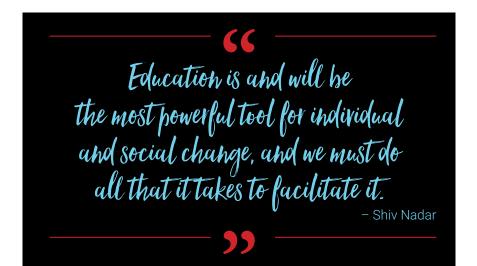
Protect confidentiality

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

> " Education is and will be
> the most powerful tool for individual
> and social change, and we must do
> all that it takes to facilitate it. "
>
> – Shiv Nadar

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

Login: _____ Password: _____

Featured Presenter

Jim Gullen is a board member of the Michigan Assessment Consortium. Jim has worked as an assessment consultant for Wayne RESA, Oakland Schools, and, most recently, the Macomb ISD. Jim also worked for a brief time in the Office of Professional Preparation Services in the Michigan Department of Education. He started his career teaching freshmen to do mathematics in the Southgate Community Schools.

Jim earned his M.A and Ph.D from Wayne State University, both in Educational Evaluation and Research. His B.S., also earned at Wayne, is in Mathematics Education.

Jim proudly serves as treasurer of the Michigan Educational Research Association. He is also a member of the National Council on Measurement in Education.

In addition to the excellent public school education that Jim received in the Southgate Schools, he has had the fortune of being the student of three phenomenal teachers outside of school. Jim's father, George, is a tremendously talented professional public school teacher and helped Jim with his classroom practice greatly. Jim was also the student of Maxim Janowsky of the Detroit Symphony contrabass section. He also studies with Shawn Deron at Washtenaw Community College in their excellent motorcycle service technology program.

Jim is a member of the Macomb Symphony Orchestra's contrabass section. He enjoys running with his dog and playing golf with his wife. He is a state licensed motorcycle master mechanic and is a culinary school dropout.

Featured Presentation

Measuring Student Growth: So Much More than Subtracting Two Numbers

The measurement of student growth is receiving increased attention in public education. The measurement of changes in student achievement present a number of challenges compared to measuring other sorts of student growth such as height or weight. Because of these challenges, a variety of methodologies have been developed to measure and communicate student growth. Each of these models can provide useful information, but only if they are well understood by all who make use of them. This presentation will present aspects of the measurement of student growth that must be understood regardless of the growth model employed. Various growth models that are currently in use will also be presented and explained. Characteristics of each model that potentially impact how and when they should be used will also be covered.

Guiding Questions:

1. Why are there so many models available to measure student growth?
2. What should we be concerned about in addition to the growth model that we select?
3. Which is the best growth model to use?

Featured Presenter Recommends Key Resources

Castellano, K.E. and Ho, A. D. (2013), *A Practitioner's Guide to Growth Models.* CCSSO

Betebenner, D. W. (2008), *A Primer on Student Growth Percentiles.* National Center for the Improvement of Educational Assessment NCIEA

Castellano, K. E. and McCaffrey, D. F. (2017), *The Accuracy of Aggregate Student Growth Percentiles as Indicators of Educator Performance.* Educational Measurement: Issues and Practice, 36: 14–27. doi:10.1111/emip.12144

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

ALN Members . . .

Mark your calendars for Session 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.

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

Why so many growth models?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

What to look for in growth models?

Best growth model to use?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____