



ASSESSMENT LEARNING NETWORK
2018-19

ASSESSMENT ESSENTIALS FOR EDUCATORS

SESSION 1 – 11.1.2018
EAGLE EYE BANQUET CENTER
BATH, MICHIGAN

Welcome from

Michigan Assessment Consortium

AN ELEGANT IDEA¹: *an idea that presents itself at just the right moment, addressing a problem with a seemingly small, simple response—a response that lay dormant until lifted and applied in a way that hadn't been thought of before.*

Jim Popham has proposed an elegant idea that could increase assessment literacy among people responsible for educating students (which includes all of us).

Popham's elegant idea—

- Enlist the folks who are knowledgeable about assessment, who write and teach about assessment, and who fundamentally believe that understanding and using assessment well is necessary to creating capable learners out of every school-age child in the U.S.
- Enlist publishers that will make this content available at no financial benefit to themselves to a larger audience of distributors.
- Enlist distributors—people and entities who are similarly motivated and guided by the same fundamental beliefs—to elevate the message so that when decisions are made about resource allocation, the scales tip to successfully support the necessary investment in assessment literacy among educators.

An invitation—The MAC and the Assessment Learning Network (ALN) can provide an example; each of us and the organizations we represent can be distributors.

To start us off, ASCD has made available for republication four short essays, styled as OP-ED pieces and authored by W. James Popham. These pieces are downloadable and linkable at www.ascd.org/assessment-literacy.

I invite ALN members to get this movement started, to act on the elegant idea:

- Describe an “ah-ha” moment from today
- couple that “ah-ha” message with a Popham essay from the link above OR
- share an ALN Learning Point applicable to your audience
- Spread the word by sharing via whatever means are available to you

Vive L'Assessment Literacy!

Kathy

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

¹Dewsbury-White, Kathryn (2018) Dictionary of Dews Vol.1 Section “E” p.5

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 Welcome and Introductions

10:00 am *Assessment Essentials for Educators*
with W. James Popham

11:45 am Break

12:00 pm Luncheon

1:00 pm Q & A with featured presenter

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

2:30 pm MAC Website preview and ALN Member sharing

3:00 pm Adjourn

New!

Assessment Learning Network website

www.michiganassessmentconsortium.org/ALN

ALN members and guests have general access to all **archived videos and resources** from ALN sessions from December 2016-May 2018. ALN members have exclusive access to videos and other resources from the **current 2018-19 ALN season**.

Follow instructions on the website to set up your unique login credentials. Then note login information below for convenient access.

Login: _____

Password: _____

Featured Presenter



W. JAMES POPHAM, Professor Emeritus, UCLA Graduate School of Education and Information Studies, has spent the bulk of his educational career as a teacher, beginning in a small eastern Oregon high school where he taught English and social studies while serving as yearbook advisor, class sponsor, and tennis coach.

Most of Dr. Popham's teaching career took place at UCLA where, for nearly 30 years, he taught courses in instructional methods for prospective teachers as well as courses in evaluation and measurement for graduate students. At UCLA he won several distinguished teaching awards. In 2000, for example, he was recognized by UCLA Today as one of UCLA's top 20 professors of the 20th century. (He notes that the 20th century was a full-length century, unlike the current brief one.) In 1992, he retired from UCLA upon learning that emeritus professors could park for free.

Because at UCLA he was acutely aware of the perishability of professors who failed to publish, he spent his non-teaching hours affixing words to paper. The result: more than 200 journal articles and more than 30 books. Many of these books have been translated into Spanish, Portuguese, Arabic, French, Farsi, Chinese, Japanese, Korean, and Canadian.

His most recent books are *Classroom Assessment: What Teachers Need to Know*, 8th Ed. (2017), Pearson; and *Assessment Literacy for Educators in a Hurry*, (2018), ASCD. Dr. Popham also has served as president of the American Educational Research Association (AERA); as founding editor of their *Educational Evaluation and Policy Analysis*; and as an AERA Fellow. He has earned the National Council on Measurement in Education's Award for Career Contributions to Educational Measurement and served on the National Assessment Governing Board from 2009-2017. In 2014 he received an honorary doctorate of public service from the University of Portland in Oregon.

Featured Presenter Recommends Key Resources:

Popham, W. James (2018). *Assessment Literacy for Educators in a Hurry*, Alexandria, VA: ASCD. (This book contains four copyright-relaxed op-ed essays about educational assessment that can be shared with others.)

Popham, W. James (2017). *The ABCs of Educational Testing: Demystifying the Tools That Shape Our Schools*, Thousand Oaks, CA: Corwin.

Popham, W. James (2017). *Classroom Assessment: What Teachers Need to Know*, 8th Edition, Boston, Pearson. (The ninth edition of this book—slated for 2020 release—will contain several short and shareable, copyright-relaxed segments suitable for the promotion of assessment literacy.)

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

Featured Presentation

Assessment Essentials for Educators

This interactive session deals with the nature of and promotion of “assessment literacy.” The initial focus of the session will be on reaching a consensus regarding the nature of “assessment literacy.”

The presenter will then proffer a proposal regarding the breadth of content to be embodied in a practicable but influential conception of assessment literacy. The presenter will offer his notion of six assessment-related understandings that, in toto, would constitute a suitable set of assessment-significant content. The presenter will then illustrate one way in which each of these six assessment-related understandings can be addressed; he will undertake a brief treatment of one of them, featuring structured participation from audience members.

Finally, the presenter will explore potential procedures that could, in fact, promote expanded assessment literacy among educators and other groups. The presenter will announce, in advance, a cynical disdain for the most widely touted procedures advocated for this purpose. Attendees will be encouraged to dissent.

Framing Questions

- 1 Comprehension of what collection of understandings regarding assessment-related concepts and procedures would most accurately signify that a person is, indeed, “assessment literate?”
- 2 How can it be most effectively argued that increasing the assessment literacy of educators and other education-related clienteles can be, far and away, the most cost-effective way to improve our schools?
- 3 As a practical matter, how can we successfully improve the assessment literacy of administrators, teachers, educational policy makers, parents of school-age children, members of the general public, and students themselves?

ALN Members . . .

Mark your calendars for remaining 2018-2019 Sessions!

Wednesday | January 30, 2019

Performance Assessment

Stuart Kahl, co-founder and past CEO, Measured Progress, Dover, NH, will present on the topic of “**Performance Assessment: The Heart of a 21st Century Education.**” His presentation will drill into the role and purpose of performance assessment to advance a quality comprehensive education system; one that prepares students for the complex demands of 21st century life. This session will be of particular interest to educators who are seeking more balanced approaches to their local assessment systems.

Friday | April 12, 2019

Learner Agency and Formative Assessment

Jill Willis, Senior Lecturer, Faculty of Education, School of Teacher Education and Leadership, Queensland University of Technology, Queensland, Australia will present on the topic of, “**Preparing Teachers to Design Classroom Assessment for Learner Agency.**” Jill will provide an international perspective on formative assessment as used by teachers and students daily during instruction and learning. How might Michigan learn from these countries?

Tuesday | May 21, 2019

Assessment that Advances Literacy

Join us for “**Assessment Practice and Systems that Support the Development of Literacy**” with **Margaret Heritage**, internationally recognized formative assessment expert and **Tanya Wright**, MSU associate professor and researcher and a principal contributor to Literacy Essentials for preschool-K and K-3. They will partner to explore assessment practices and systems that best support the development of literacy proficiency in the early grades.

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