

Welcome from

Michigan Assessment Consortium

MAC has made a seemingly simple assertion: Assessment can and should be used to certify learning, and it must be used to support and advance learning.

Our program today, *Performance Assessment: The Heart of a 21st Century Education*, is designed to uncover what it will take for state and district systems to intentionally plan to use performance assessment for a significant proportion of their assessment information about student progress and achievement. The assertion to use more performance assessment demands the intentional inquiry necessary to develop system supports that result in common use of performance assessment and a high value given to information obtained from performance assessments.

Why should we value and use performance assessments?

1. Performance assessments provide a means to measure what matters.
2. Performance assessments have the capacity to engage and motivate learners (and their teachers).
3. More use of performance assessment can drive other beneficial changes in schools (better instruction and more professional collaboration).

“. . . the promise of CEPAs (curriculum-embedded performance assessments) is that they provide a more motivating, robust, and balanced way to measure student learning. If we believe the maxim that what you test is what gets taught, then these new measures hold the promise of driving many positive changes throughout the system—including better engaging students, supporting deeper learning, encouraging new classroom practices, and supporting greater teacher collaboration.”

[1] Hofman, Peter, Goodwin, Bryan, Kahl, Stuart. “Re-Balancing Assessment: Placing Formative and Performance Assessment at the Heart of Learning and Accountability,” p. 12

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