



ASSESSMENT LEARNING NETWORK
2018–19

PERFORMANCE ASSESSMENT:

THE HEART OF A 21ST CENTURY EDUCATION

WITH **STUART KAHL, PH.D.**

SESSION 2 – 1.30.2019

UNIVERSITY CLUB
LANSING, MICHIGAN

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

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 Welcome and Introductions

10:00 am *Performance Assessment: The Heart of a 21st Century Education* with Stuart Kahl

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 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 that occurred between December 2016 and 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



STUART R. KAHL, PH.D., an independent consultant and former founder and CEO of Measured Progress, Inc., has served as a senior technical advisor to several educational organizations. Prior to his 35 years at Measured Progress, he worked for the Education Commission of the States, the University of Colorado, Clark University, and RMC Research Corporation.

Working in the assessment field for over four decades, Dr. Kahl has extensive, hands-on experience in the design, development, analysis, and reporting of large-scale assessment programs, many of which included ground-breaking performance components. He earned a bachelor of arts degree in mathematics and masters in education degree from the Johns Hopkins University. His doctorate from the University of Colorado was in curriculum and instruction and focused on research and evaluation methodology and mathematics education.

Measured Progress is a not-for-profit, full-service provider of customized, state and district-level educational assessments. Under Dr. Kahl's leadership from 1998 to 2011, Measured Progress helped states to attain their own goals for educational growth, as well as those mandated by the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB). During his tenure, the company grew to national prominence, increasing its annual gross revenue by a factor of seven and the size of its regular staff by a factor of four. Measured Progress has held contracts for all or part of assessment programs in over half of the states in the U.S.

Dr. Kahl presents regularly at regional and national conferences and frequently publishes research papers and commentaries on current issues and trends in education. He has taught graduate-level statistics and measurement courses, worked on a number of federally-funded and foundation-funded research grants, and been recognized for his innovative work in designing standard-setting procedures associated with non-multiple-choice item formats. Besides large-scale educational assessment in general, Dr. Kahl's specialty areas include formative assessment, curriculum-embedded performance assessment, and teacher assessment literacy. The Association of Test Publishers (ATP) awarded Dr. Kahl the 2010 ATP Award for Professional Contributions and Service to Testing.

Featured Presentation

Performance Assessment: The Heart of a 21st Century Education

This presentation provides views of performance assessments and balanced assessment systems in which they play a significant role. It emphasizes the importance of both foundational knowledge/skills and deeper learning, addresses quality issues associated with performance assessments (dispelling some myths), and offers some commentary on the pros and cons of competency-based education and assessment. The second part of the presentation describes an approach to curriculum-embedded performance assessment addressing common concerns about testing and describes “minimum-burden” implementation.

Framing Questions

- 1 How would you define “performance assessment”? What are its important characteristics?
- 2 What do you think should be “balanced” in a balanced assessment system?
- 3 What do you see as obstacles to the implementation of performance assessment at a significant level?

Recommended Resources

Hofman, P., Goodwin, B., Kahl, S. (2015). *Re-Balancing Assessment: Placing Formative and Performance Assessment at the Heart of Learning and Accountability*. Denver, CO: McREL International.

Kahl, S. (2017). *Replace, Don't Add On: Giving Performance Assessment a Chance*. Dover, NH: Measured Progress, Inc. (also published in eSchool News, 4/24/2017 as “How an edtech innovation is giving performance assessment new life”).

Marion, S., Thompson, J., Evans, C., Martinear, J., Dadeyl, N. (2018). *A Tricky Balance: The Challenges and Opportunities of Balanced Systems of Assessment*. Dover, NH: National Center for the Improvement of Educational Assessment.

Pecheone, R. L. & Kahl, S. R. (2010). *Through a Looking Glass: Lessons Learned and Future Directions for Performance Assessment*. Stanford, CA: Stanford University, Stanford Center for Opportunity Policy in Education.

Pecheone, R., Kahl, S., Hama, J., Jaquith, A. (2014). *Where We Are Now: Lessons Learned and Emerging Directions*. In L. Darling-Hammond and F. Adamson (Eds.) *Beyond the Bubble Test: How Performance Assessments Support 21st Century Learning* (pp. 53-91). San Francisco, CA: Jossey-Bass.

Speaker resources are available to ALN members at michiganassessmentconsortium.org/ALN

ALN Members . . .

Mark your calendars for remaining 2018–2019 Sessions!

All sessions 9:30 am – 3:00 pm
University Club in Lansing, MI

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

We ask all members and guests to register online so we can accurately plan for meals and materials. Access event registration and resources at www.michiganassessmentconsortium.org/ALN

