

ASSESSMENT LEARNING NETWORK 2018–19

ASSESSMENT THAT SUPPORTS LITERACY

WITH DR. MARGARET HERITAGE & DR. TANYA WRIGHT



www.michiganassessmentconsortium.org | 517.816.4520

SESSION 4 – 5.21.2019 UNIVERSITY CLUB LANSING, MICHIGAN

Developing knowledge and skills teachers need

11

Assessment opportunities within literacy learning tasks

Welcome from Michigan Assessment Consortium

Today's topic is important, because the correct application of our professional knowledge about and resources for high quality assessment practice is critical to our ability to improve Michigan's literacy rates.

The National Research council articulated an important vision for a coordinated system of assessment in their report, ¹*Knowing What Students Know.* It describes assessments and instructional practices that give teachers the day-to-day information they need to guide instruction and provide evidence of student achievement needed by the public and policy makers.

To support teaching and assessment, teachers use their literacy content knowledge to act on a road map to reading proficiency (learning progressions). The use of formative assessment practice daily permits teachers to systematically plan, assess, and nudge students along a known continuum of learning that leads to literacy. And when our summative, diagnostic, and benchmark assessments extend from the same road map to reading proficiency we have a comprehensive and coordinated system of assessment.

Good teaching and assessing is complicated and requires a wealth of knowledge and skill. It is imperative that we equip teachers and education leaders to apply what we know about how best to instruct and assess all students to develop all of the literacies (academic, civic, and social) necessary to fully participate in the world they inhabit.

We are fortunate, as ALN members, to have world-class researchers and practitioners inform our thinking. I hope what we are learning informs our actions. Let's continue to work together to share within our spheres of influence our deep and developing learning about assessment. Together we elevate students in the state of Michigan and the profession of educators who support them.

Kathy

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

¹National Research council. (2001) Knowing what students know: the science and design of educational assessment. Committee on the foundations of Assessment. J. Pellegrino, N. Chudowsky, & R. Glaser (eds). Washington, DC: National Academies Press.

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

Characteristics of a literacy assessment system

all Members

Stay engaged until the start of the next ALN season!

Share your ideas for future presenters and resources

https://www.surveymonkey.com/r/283RRXP

Review ALN Resources

The ALN now offers a vast library of resources, developed over three seasons of events. Visit the website often to review video clips, presenter resources, and single-topic Learning Point documents. Then reflect on how you might incorporate them into professional learning events and publications over the next year. Don't forget—y.our login credentials will be needed to see resources for 2018-19 (see below).

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 – November 2018.

ALN members have **exclusive access** to videos and other resources from the **current 2018-19 ALN season**. Instructions were sent to you in November about how to set up your unique login credentials. Note login information below for convenient access.

Login: _____

Password: _____

Agenda	
9:00 am	Registration, Coffee, Networking
9:30 am	Welcome and Introductions
10:00 am	Assessment that Supports Literacy with Dr. Margaret Heritage and Dr. Tanya Wright
12:15 pm	Luncheon
1:00 pm	Q & A with featured presenter
1:30 pm	Dessert & Dialogue Facilitated conversation on presenter content
2:10 pm	Looking Back & Looking Forward
3:00 pm	Adjourn

Featured Presenters



MARGARET HERITAGE is an independent consultant in education. For her entire career, her work has spanned both research and practice. In addition to spending many years in her native England as a practitioner, a university lecturer, and an inspector of schools, she had an extensive period at UCLA, first as principal of the laboratory school of the Graduate School of Education and Information Studies and then as an Assistant Director at the National Center for Research on Evaluation, Standards

and Student Testing. She also served as Senior Scientist at WestEd. Her current work centers on formative assessment, including how formative assessment supports regulatory processes and contributes to educational equity goals. Her most recent books include Self-regulation: The role of language and formative assessment (Harvard Education Press), and Progressing students' language day by day (Corwin) with Alison Bailey.



TANYA S. WRIGHT is an Associate Professor of Language and Literacy in the Department of Teacher Education at Michigan State University. She is a former kindergarten teacher whose research and teaching focus on curriculum and instruction in language and literacy during the early childhood and elementary years. Her research examines instructional practices that promote oral language, vocabulary, and knowledge development for young children. Wright is co-author of several books

for teachers and parents including, All About Words: Increasing Vocabulary in the Common Core Classroom PreK-2. Her work has been published in journals such as American Educator, The Elementary School Journal, The Reading Teacher, Journal of Literacy Research, Reading and Writing, Science and Children, and Reading Research Quarterly.

Featured Presentation

Assessment that Supports Literacy

"Every Child, Every Classroom, Every Day" is the call from Literacy Essentials in Michigan for high quality instruction to advance the literacy learning of all children. Formative assessment can assist teachers in meeting their students' literacy learning needs minute by minute, day by day in the classroom and in securing progress toward intended literacy goals. This session will focus on how teachers can support the development of early literacy skills through formative assessment opportunities that are embedded in high quality teaching practices. We will consider the place of formative assessment in a comprehensive assessment system, and explore what this type of assessment looks like in the context of literacy learning through video examples. Teachers need knowledge about what literacy learning entails and the skills to plan and implement formative assessment effectively in their classrooms. Our presentation will also address the necessary knowledge and skills, and the resources available in Michigan to support teachers in acquiring them.

Framing Questions

- What is a comprehensive assessment system for literacy in the early grades?
- How can assessment opportunities be embedded in literacy learning tasks?
- What knowledge and skills do teachers need to have to engage in effective literacy assessment?

Recommended Resources

- Using Formative Assessment to Bring Clarity to the Classroom.
 Margaret Heritage
- Supporting English Learners' Oral Language Development.
 Aida Walqui and Margaret Heritage
- A Hitchhiker's Guide to Thinking about Literacy, Learning Progressions, and Instruction.
 Fritz Mosher and Margaret Heritage
- Literacy Essentials.
 Early Literacy Task Force of the MAISA General Education
 Leadership Committee

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