Systems Approach to Creating and Maintaining a Balanced Assessment System (A6)

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ALN Member for 2+ years

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Session Outcomes

- Share ideas about creating **Balanced Assessment Systems**.
- Focus on the **Purpose of the Assessment** to match how it is being used.
- Share the 3 C's Document to help districts **create a Balanced Approach**.
- Share ideas of how to work with district staff to make this a reality.

Reeths-Puffer Assessment Belief Statements

- We believe that it is important to teach, model and systematically focus on creating a balanced assessment system, across all levels within our district.

- We believe that each part of the balanced system is important, but for different reasons.

- We believe it is our job to infuse the knowledge between the administrative teams and staff through collaborative learning opportunities to ensure that everyone has the needed knowledge and skills to ensure quality instruction is taking place and to move effective assessment practices forward into daily action.

- We believe that we must go beyond gathering data to that of using data to drive our instructional practices.

- We believe that students need to be an active participant in both learning and assessment processes.

Reeths-Puffer Schools
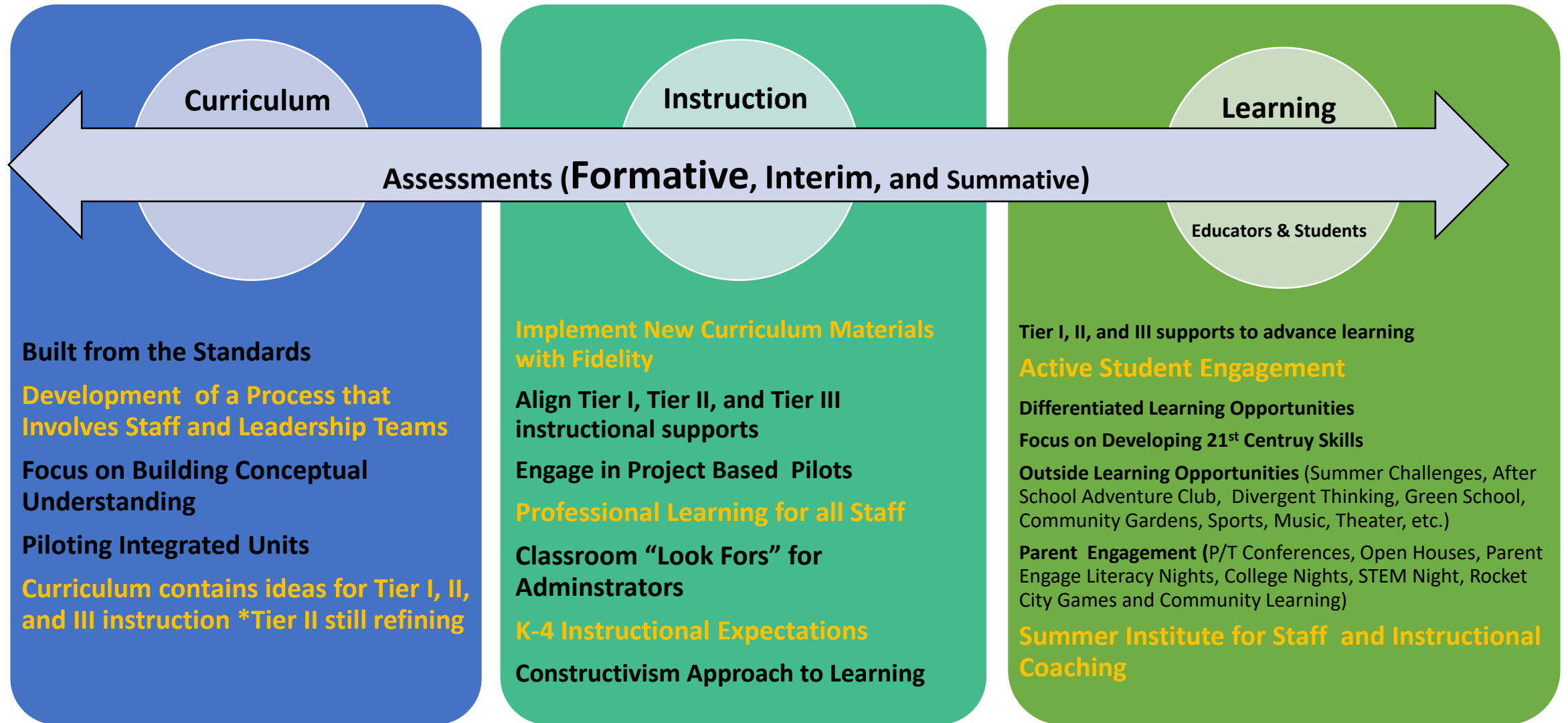A GREAT PLACE TO LEARN, CONTRIBUTE AND COMPETE

This Is What The Process Really Looks Like In Action for Reeths-Puffer Schools

SUCCESS

We are still in the process, but we keep moving.

Articulated Vision for Teaching and Learning

Curriculum

Instruction

Learning

Assessments (**Formative**, Interim, and Summative)

Educators & Students

Curriculum

Built from the Standards

Development of a Process that Involves Staff and Leadership Teams

Focus on Building Conceptual Understanding

Piloting Integrated Units

Curriculum contains ideas for Tier I, II, and III instruction *Tier II still refining

Instruction

Implement New Curriculum Materials with Fidelity

Align Tier I, Tier II, and Tier III instructional supports

Engage in Project Based Pilots

Professional Learning for all Staff

Classroom "Look Fors" for Adminstrators

K-4 Instructional Expectations

Constructivism Approach to Learning

Learning

Tier I, II, and III supports to advance learning

Active Student Engagement

Differentiated Learning Opportunities

Focus on Developing 21st Centruy Skills

Outside Learning Opportunities (Summer Challenges, After School Adventure Club, Divergent Thinking, Green School, Community Gardens, Sports, Music, Theater, etc.)

Parent Engagement (P/T Conferences, Open Houses, Parent Engage Literacy Nights, College Nights, STEM Night, Rocket City Games and Community Learning)

Summer Institute for Staff and Instructional Coaching

***K-4 Expectations; Look For Documents; **R-P's Draft Vision "The Why", **Grade Level Scope and Sequence; **Standards Based Reporting*

Planning for Assessments – A Systems Approach

**Building a Comprehensive
Assessment System through:**

Creating a System-wide
Balanced Assessment System

Providing Ongoing Professional Learning Opportunities
to All Educators in the System

**Communicating and Utilizing
A Variety of Assessment Types**
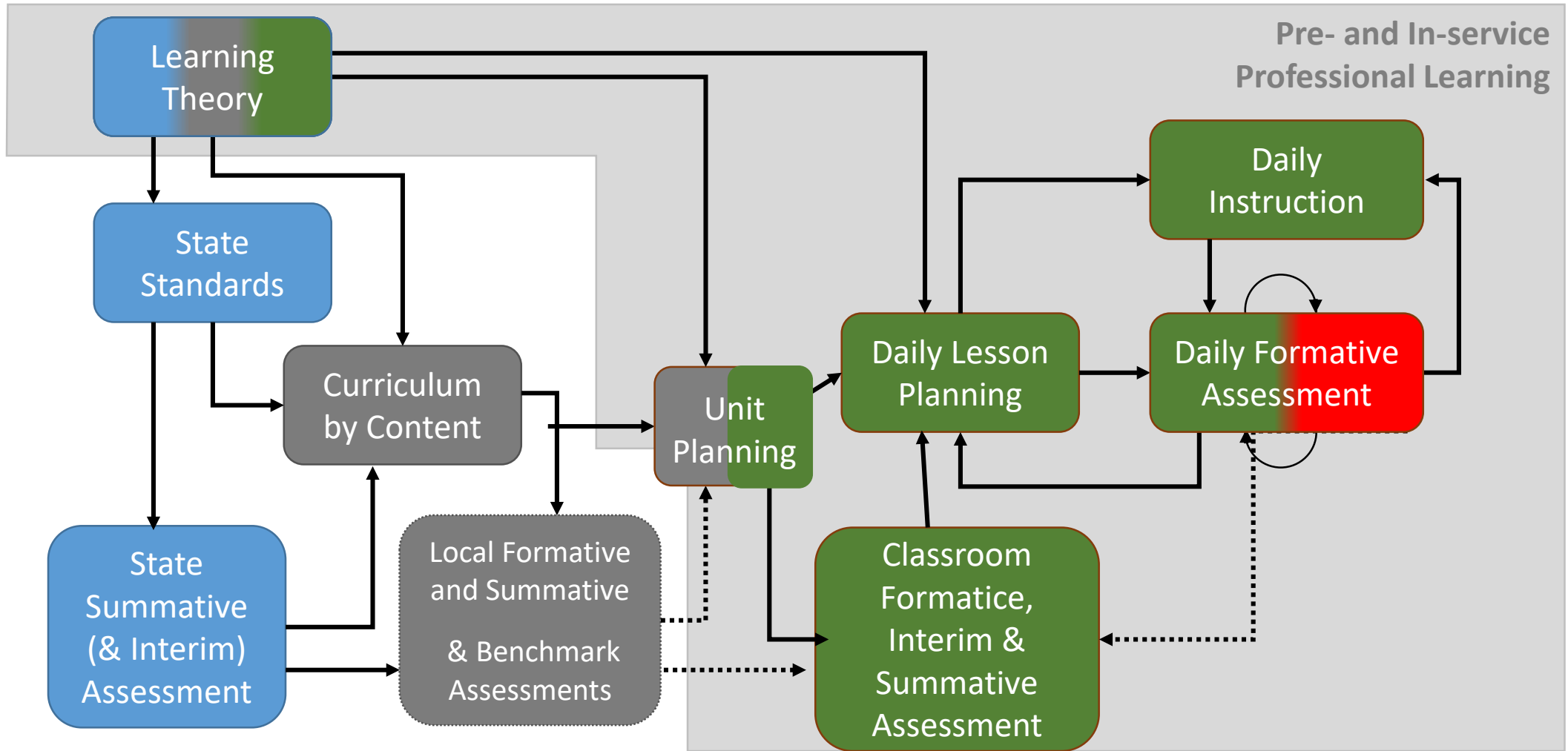
Formative

Interim/Benchmarkng

Summative

Utilizing Assessment Data

District Level

Building Level

Classroom Level

Connecting All the Pieces

Pre- and In-service Professional Learning

Learning Theory

State Standards

Curriculum by Content

Unit Planning

Daily Lesson Planning

Daily Instruction

Daily Formative Assessment

State Summative (& Interim) Assessment

Local Formative and Summative & Benchmark Assessments

Classroom Formatice, Interim & Summative Assessment

Center for Assessment

Locus of control   State   District   Teacher/Content Teams   Student

Creating a Balanced Assessment System

Focused on a Systems Approach:
- Created a District Assessment Plan
  - The **"Why"** is continuously communited regarding the what, when, where, and why of each assessment
- **Started by Updating Our Benchmark Assessment System**
  - Evaluated Current System/Updated our Benchmark Assessment
    - Involved representative group of staff in the process
    - Used the following processes to help select a new Benchmark Assessment System
      - Criteria for Selecting an Assessment Checklist
      - Decision-Making Matrix
      - Selecting a Commercially Available Assessment Rubric
- **Communication Plan Developed and Communicated Across the District**
  - Communication to ALL staff
  - Outlined a Training Requirement Schedule
  - Communication Plan (updated and shared yearly) with all staff.

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Ideas from a Local District: Creating a System Approach

Process for Creating a Balanced Assessment System

CRITERIA ASSESSMENT CHECKLIST – REETHS-PUFFER SCHOOLS

This checklist provides a series of questions aligned to each of the six criteria for selecting appropriate assessments found in this module. It is designed to be applied to a single assessment or assessment program.

Directions: For each question check the appropriate box as Yes or No. For those questions checked as Yes, what evidence do you have to support your choice? Please record in the appropriate section.

SIX CRITERIA of ASSESSMENT DESIGN	YES	NO
PURPOSE	☒	☐
	☒	☐
	☐	☒
	☐	☒
TECHNICAL MANUALS	☒	☐
	☒	☐
	☒	☐
	☐	☐

Criteria

Criteria
A: Purpose
B: Technical Manuals
C: Content/Skill Alignment
D: Rigor Alignment
E: Usability of Reports
F: Administration/Implementation
Cost

Criteria Rating and Weighting across Three

After the weighting factors have been determined above, p
Next, the decision for the rating scale that indicates to what
should be determined and entered in the table. (For examp
the weighted factor should be determined for each cell and
finished.

Criteria and Weighting Factor	Assess Rati (Fas		
Criterion A: Purpose Weight: 4			
Criterion B: Technical Manuals Weight: 4			
Criterion C : Content/Skill Alignment Weight: 4			
Criterion D: Rigor Alignment Weight: 3			
Criterion E: Usability of Report Weight: 4	4	2	2
Criterion F: Administration/Implementation Weight: 4	4	2	3
Cost Weight: 3	3	1-2	1

Selecting a Commercially Available Assessment Rubric

First determine your intended purpose, student population, and assessed content needs. Then review the assessment's technical manuals and conclude whether the assessment is appropriate for your needs.

Criteria	Elements	Evidence	Rating Scale	Notes
Purpose	Does the assessment documentation state the purpose of the assessment? **(YES)**	There are two primary purposes for which Fast Bridge Learning TM assessments are designed: (a) screening and (b) progress monitoring.	0=No 1=Somewhat 2=Well 3=Very Well	
	Does the assessment purpose align with that of your educational system? **(YES)**	The state requires the use of benchmark assessments to help educators to monitor and adjust instruction to ensure students area reading on grade level by the end of 3rd grade.	0=No 1=Somewhat 2=Well 3=Very Well	
	Can the assessment be used for your intended purpose? **(Yes for K-3 for Math and ELA) Yes for K-9 ELA** benchmarking and PM tools); Math K-1 (Yes); other grade levels do not have as much aligned to math Tier II built in, so we continue to use our Math Recovery Assessments and interventions.	We use the tool as a screener for all students. Students who are below level are targeted for Tier II supports. The PM tool can help educators monitor progress and alter instruction based on specific areas of need.	0=No 1=Somewhat **2=Well** 3=Very Well	Excellent K-1 with the early reading and early math assessments and PM tools. K-9 has the CBM to dig deeper to determine specific skills a student. Math K-1 early math provides very specific information. Second Grade and above the aMath shows areas of needs but the progress monitoring tools do not align with Math Recovery and what we know about conceptual

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3 C's Tool: Three C's of a Balanced Assessment System: Guiding Questions

Criteria for Comprehensive

Are a variety of high quality Assessments being used?

- Is there evidence that the assessments are reliable?
- Is there evidence to support the proposed uses of the assessments?
- To what extent are the assessments accessible (e.g., fair) to all students?
- To what extent do the assessments produce useful information?

Are both Summative and Formative Approaches to Assessment Used?

- To what extent is good formative assessment practices in use in classrooms daily?
- How often are assessments used at the conclusion of units of instruction, as well as marking periods or semesters?

Do assessments collectively meet all purposes?

- Taken together, to what extent are the needs for achievement information met by the set of assessments being used?
- Has redundancy in data collection been minimized or eliminated?

Is each type of assessment equally important?

- In making decisions about students, is equal weight given to both assessment for and of learning?
- Are both types of information used when decision about schools, school programs, or educators are being made?

How proficient are the educators in classrooms and schools with classroom-based formative assessment?

- To what extent have teachers learned to use the formative assessment process when planning, delivering, and reflecting on their instruction?

Are students actively engaged in the assessment, feedback and learning process?

- Have students learned to be engaged in their learning?
- Are students able to self- and peer-assess, and use the feedback to improve their learning tactics?

Criteria for Coherent

Are all elements of the assessment system coordinated, that is, measure the same skills?

- Is there evidence that the assessments of and for learning focus on the same content standards?
- Is instruction aligned to the assessments used?

Are curricula, assessment, instruction, and professional learning all aligned with one another?

- Are all of these parts aligned with one another?
- Are they all aligned to the same set of content standards?
- Is this true at all levels and in all courses?

Criteria for Continuous

Do the assessments measure student progress on an on-going basis?

- Is assessment a part of on-going instruction – and include both assessment for and of learning?
- Are the current achievement levels of all students known by their instructors and by the students?

Is assessment occurring continuously – daily, weekly, monthly, and yearly?

- Is there evidence that assessments for learning methods are used daily in classrooms?
- Are assessments of learning used periodically throughout the school year?

Are a variety of formal and less formal assessment methods used on an on-going basis?

- Do teachers use a variety of means to elicit evidence of student achievement on an on-going basis?
- Are both formal (e.g., tests) and informal (e.g., observations of students) methods used?

Review the Tools & Table Talk

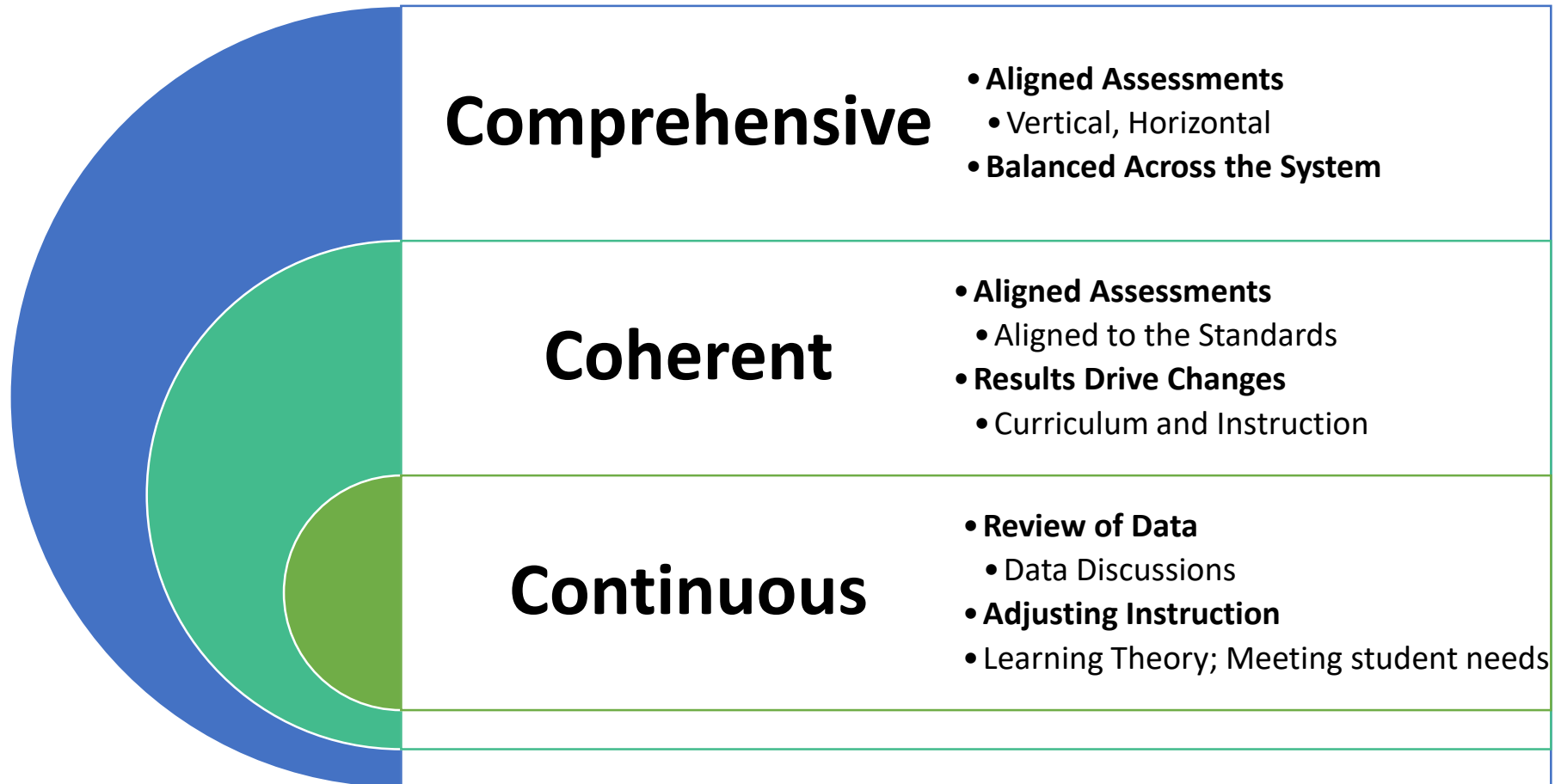# This Is What The Process Really Looks Like In Action for Reeths-Puffer Schools

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Reading Selection & Processing Article

What constitutes a high-quality, comprehensive, balanced assessment system?

Components of a Comprehensive Assessment System

Comprehensive
- **Aligned Assessments**
  - Vertical, Horizontal
- **Balanced Across the System**

Coherent
- **Aligned Assessments**
  - Aligned to the Standards
- **Results Drive Changes**
  - Curriculum and Instruction

Continuous
- **Review of Data**
  - Data Discussions
- **Adjusting Instruction**
- Learning Theory; Meeting student needs

**Visual of How Everything Connects; Curriculum & Instruction unit samples; **Writing Prompts K-8; Assessment Literate Educators

Reeths-Puffer Schools Balanced Assessment System

Formative Assessment Practices (planned in advance to improve instruction)	Interim assessments Flexible, open, **used for actionable feedback**	Summative assessments Benchmarked to CCR
Formative Assessment Tasks • Checkbricks (standards, HF words, observational reading habits, data collection on group and individual assessment, etc)	FastBridge ELA Assessment System (K-8) • aReading (K-8) • earlyReading (K-1) • CBM Reading and CBMComp (1-2; 3-8) • BOY, MOY, and EOY EL Curriculum Assessment for skills block and other specific skill development	State Assessments • SAT, PSAT, CCR Work Keys, M-STEP, Other Common Assessments • AP Exams
Formative Assessment Content Tasks • Purposeful, preplanned and ongoing	FastBridge Math Assessment System (K-8) • aMath (K-8) and earlyMath (K-1)	Mid-Terms Exams End of Course Exams
Classroom Formative Assessment • Exit Slips • Journal Responses (lesson activity or reflection) • Purposeful task to check progress in order to alter instruction	FastBridge Social/Emotional (K-4; some K-12) • Developmental Milestones (DK/KG and special needs) • SAEBRS (**S**ocial, **A**cademic, **E**motional **B**ehavior **R**isk **S**creener)	Common Unit Assessments
Progress Monitoring of Skills	On Demand Writing Prompts by Genre (K-8)	
"Projects" or "Project Based Learning" tasks • Feedback from Peers • Feedback from Teachers/Mentors/Community Members	Formative Assessment Tasks (within the math lessons) **Cool downs, lesson synthesis activities, lower grades purposeful centers	
	Pre-Unit Diagnostic Math Assessments (6-12)	

State Assessment Name(s)	Dates	Special Notes
M-STEP Online Passage Based Field Test Grades 3-7	1/7/2019 – 2/1/2019	
WIDA ACCESS and WIDA Alternative ACCESS	2/4/2019 – 3/22/2019	
M-STEP Grades 5, 8, 11	4/8/2019 – 5/3/2019	
M-STEP Grades 3, 4, 6, and 7	4/29/2019 – 5/24/2019	
MI-ACCESS Alternative Assessments	4/8/2019 – 5/24/2019	
PSAT 9	4/9/2019	
PSAT 10	4/10/2019	
PSAT Accommodations Testing	4/9/2019 – 4/24/2019	
SAT with Essay	4/9/2019 only	Make up 4/23/2019 only
SAT with Essay with Accommodations	4/9/2019 - 4/12/2019	Make-up only: 4/23/2019 - 4/26/2019
ACT WorkKeys	4/10/2019 only	Make-up 4/24/2019
ACT WorkKeys Accommocations	4/10/2019 – 4/25/2019	
WIDA ACCESS and WIDA Alternative ACCESS	2/5/2019 – 3/24/2019	

Internal Interim Assessment Name(s)	Dates	Special Notes
FastBridge ELA and Math Assessment Window (Beginning of the Year)	9/4/2018 – 10/5/2018	See grade level outline for specific assessments by grade level/content area
FastBridge ELA and Math Assessment Window (Mid-Year)	1/7/2019 – 2/8/2019	
FastBridge ELA and Math Assessment Window (End of Year)	4/29/2019 – 5/23/2019	
Formative Assessments by Grade Level	As outlined in the curriculum materials	

A **Google Assessment Calendar** is shared annually with all staff. This calendar allows all staff to have an updated "Assessment Calendar" to ensure that they are aware of all the important assessment dates for both state and local assessments. (Sample to the right)
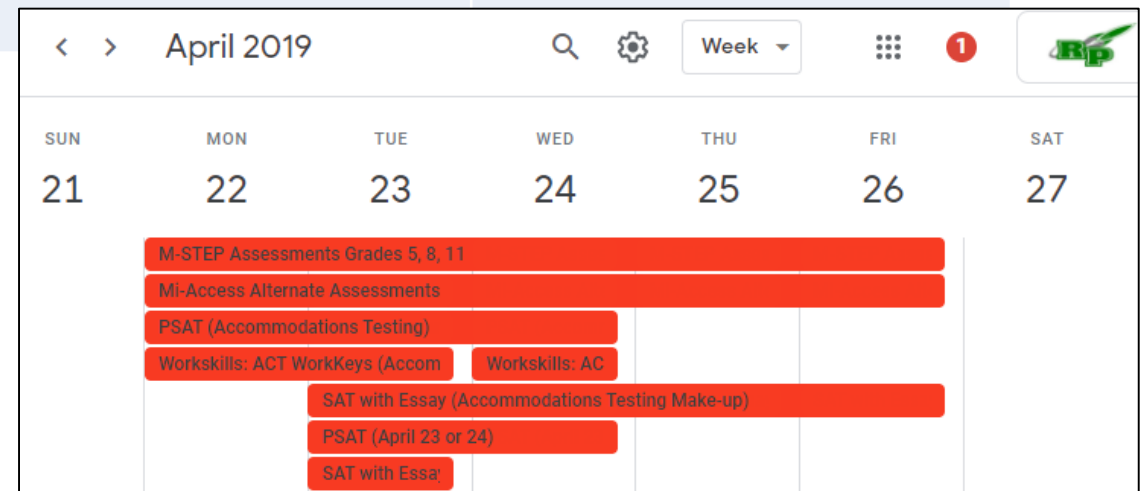
Fast Bridge Assessments by Level and Time (2018-2019)

**Reminder you need to have your certification completed before giving each of the assessments. If you need to know which certifications you still need to complete, please see your principal.
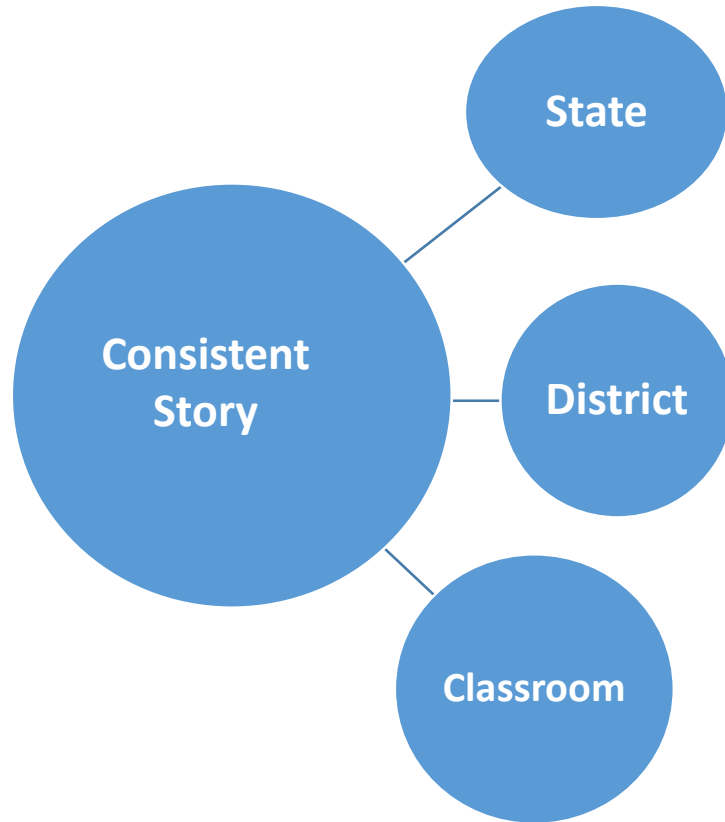
DO NOT DELETE ANY STUDENT ASSESSMENTS WITHOUT PERMISSION FROM YOUR BUILDING PRINCIPAL AND THE DIRECTOR OF TEACHING AND LEARNING**

Kindergarten:
- Concepts of Print (Fall)
- Letter Names (Fall)
- Onset Sounds (Fall) (Winter)
- Letter Sounds (Fall) (Winter) (Spring)
- Word Segmenting (Winter) (Spring)
- Nonsense Words (Winter) (Spring)
- Sight words (Spring)
- aReading (Winter) (Spring)
- aMath (Winter) (Spring)
- Numeral ID (Fall) (Winter) (Spring)
- Matching Quantity (Fall)
- Number Sequence (Fall) (Winter) (Spring)
- Decomposing (Winter) (Spring)
- SAEBRS (Fall) (Winter) (Spring)

1st Grade
- Word Segmenting (Fall) (Winter) (Spring)
- Nonsense Words (Fall) (Winter) (Spring)
- Sight Words (Fall) (Winter) (Spring)
- Sentence Reading (Fall)
- aReading (Fall) (Winter) (Spring)
- CBMReading (Winter) (Spring)
  with Comprehension/Recall*
- aMath (Fall) (Winter) (Spring)**
- Number ID (Fall)
- Number Sequence (Fall) (Winter)
- Decomposing (Fall) (Winter) (Spring)
- Place Value (Winter) (Spring)
- Visual Story Problems (Spring)
- SAEBRS (Fall) (Winter) (Spring)

†Measures not listed – Word Rhyming and Word Blending are 1-2 minutes for test.

K-12:
**Everyone must also complete the following Certifications:*
- Screening and Progress monitoring

2nd – 4th Grade
- aReading (Fall) (Winter) (Spring)
- aMath (Fall) (Winter) (Spring)
- NO CBM MATH
- CBMReading/Comprehension/Recall (Fall) (Winter) (Spring)
- SAEBRS (Fall) (Winter) (Spring)

** CBM reading/comprehension recall is to be completed for EVERY student. These assessments will help with building/classroom interventions and with district planning. The information from this set of assessments will also helpful for next years teacher as the data can be pulled overtime to give us trend data.

5th -8th Grade
- aReading (Fall) (Winter) (Spring)
- **CBMReading/Comprehension/Recall*** (Fall) (Winter) (Spring)**
- aMath (Fall) (Winter) (Spring)
- SAEBRS (Fall) (Winter) (Spring) *check with your principal

** CBM reading/comprehension recall can be completed for students well below grade level (!!). These assessments are used for digging deeper for instructional planning and interventions. Talk to your principal if you have questions.

Digging Deeper Assessments:
The following are some additional assessments that can be used to dig deeper for students who are below grade level. Certification must be done before administering the assessments with students.
- Subitizing
- Counting Objects
- Composing
- Equal Partitioning
- Story Problems
- Quantity/Discrimination (Least/Most)
- Word Blending
- Word Rhyming
- Oral Repetition

❑ Clear & Consistent Communication
❑ Common Training
❑ Common Testing Protocols and Expectations
❑ Follow-up Communication Tool
❑ Supports Data Conversations

Common Observation Data Collection Systems

2nd Grade Tri-2 Reporting Check-brick
(Reading Foundation Standards – Module 2)

Observation Scoring:

4 - Can confidently & independently complete on own
3 - Meeting expectation with minimal help
2 - Making progress but direct help is needed
1 - Insufficient progress meeting grade level expectation

Student Names:

	RF.2.3a: Distinguish long & short vowels when reading regularly spelled one-syllable words.	RF.2.3b: Know spelling-sound correspondences for additional common vowel teams.	RF.2.3c: Decode regularly spelled two-syllable words with long vowels.	RF.2.3d: Decode words with common prefixes and suffixes.
	M2 C7 Lesson: 34 M2 C8 Lessons: 36, 39, 40 M2 C12 Lesson: 58	M2 C6 Lesson: 30 M2 C7 Lessons: 31, 32, 33, 34, 35 M2 C9 Lessons: 41, 44 M2 C10 Lesson: 49 M2 C11 Lessons: 51, 52, 54, 55 M2 C12 Lessons: 56, 57, 58, 60	M2 C6 Lessons: 27, 29 M2 C7 Lessons: 31, 32 M2 C8 Lessons: 36, 40 M2 C11 Lesson: 51 M2 C12 Lessons: 56, 57, 60	M2 C6 Lessons: 27, 29 M2 C7 Lesson: 32 M2 C8 Lessons: 37, 40 M2 C9 Lessons: 41, 42, 43, 44, 45 M2 C10 Lessons: 46, 47, 48, 49, 50 M2 C11 Lesson: 53 M2 C12 Lessons: 56, 57, 58, 60

2nd Grade Tri-2 Reporting Cycles 17 & 18
(Decoding Words with Patterns from the Cycle) RF.2.3

Observation Scoring:
4 – Can read _____ of _____ words (C7 & C8)
3 – Can read _____ of _____ words (C7 & C8)
2 – Reads _____ or fewer words (C7 & C8)
words do not need to be read automatically

Student Names:

	Cycle 17 (*used for assessment)					Cycle 18 (*used for assessment)				
	watch	drench	pitcher	kitchen	scratchy	horrible	terrible	helpless	enjoyable	unstable

2nd Grade End of Module 2 Assessment: Lesson 60 (RF.2.3e, RF.2.3f)
(High Frequency Words Read Automatically for Scoring Purposes)

Scoring Guide – Tri-2 (Assessment)
4 = Reads ___ of ___ words read correctly
3 = _____ of _____ words read correctly
2 = _____ or fewer words read correctly

	High Frequency Words Module 2 Assessment: Lesson 60 - Page 1 of 4								
Student Name	yellow	orange	great	colors	their	people	don't	doesn't	together

A System Which Tells a Consistent Story to the Various Stakeholders About Instruction, Assessment, Program and Policy Needs

State
- State Cohort and Trend Data
- Individual Student Data

District
- Interim Assessment
- Grade Level or Content Area Assessment
- Common Assessments

Classroom
- Formative Learning Tasks
- Systematic Observation Protocals
- Drives WIN time (Whatever I Need) Intervention or extension supports for all students (K-6)

**Formative Learning Tasks within instructional units, Comparing *Student Assessments Across Levels – What Is the Real Story*

Planning for Assessments – A Systems Approach

**Building a Comprehensive
Assessment System through:**

Creating a System-wide
Balanced Assessment System

Providing Ongoing Professional Learning
Opportunities for All Staff

**Communicating and Utilizing
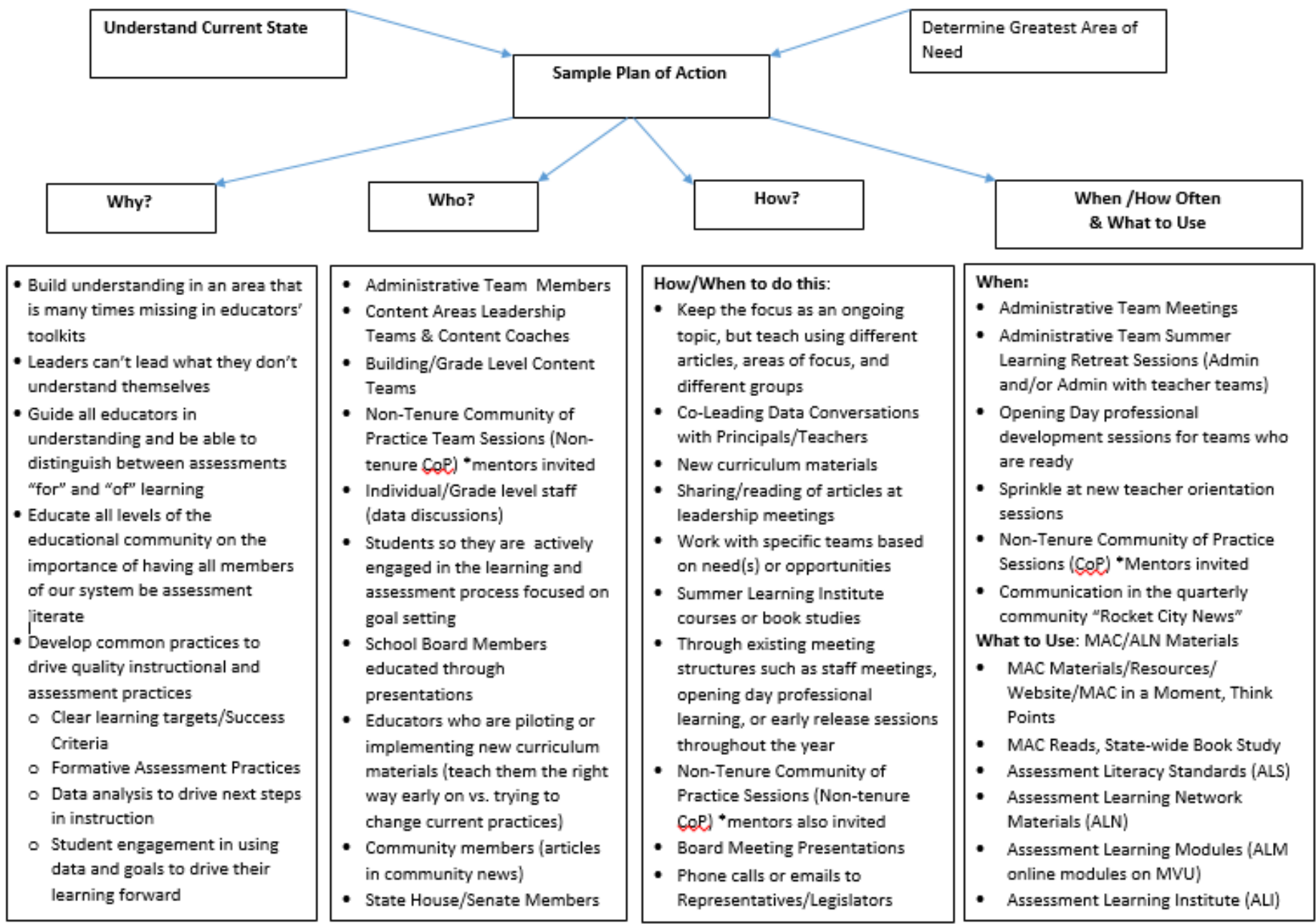A Variety of Assessment Types**

Formative

Interim/Benchmarkng

Summative

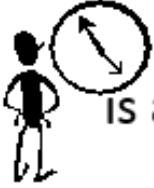**Utilizing Assessment Data**

District Level

Building Level

Classroom Level

Sample Action Plan

| Understand Current State | Sample Plan of Action | Determine Greatest Area of Need |

| Why? | Who? | How? | When /How Often & What to Use |

Why?

- Build understanding in an area that is many times missing in educators' toolkits
- Leaders can't lead what they don't understand themselves
- Guide all educators in understanding and be able to distinguish between assessments "for" and "of" learning
- Educate all levels of the educational community on the importance of having all members of our system be assessment literate
- Develop common practices to drive quality instructional and assessment practices
  - o Clear learning targets/Success Criteria
  - o Formative Assessment Practices
  - o Data analysis to drive next steps in instruction
  - o Student engagement in using data and goals to drive their learning forward

Who?

- Administrative Team Members
- Content Areas Leadership Teams & Content Coaches
- Building/Grade Level Content Teams
- Non-Tenure Community of Practice Team Sessions (Non-tenure CoP) *mentors invited
- Individual/Grade level staff (data discussions)
- Students so they are actively engaged in the learning and assessment process focused on goal setting
- School Board Members educated through presentations
- Educators who are piloting or implementing new curriculum materials (teach them the right way early on vs. trying to change current practices)
- Community members (articles in community news)
- State House/Senate Members

How?

How/When to do this:
- Keep the focus as an ongoing topic, but teach using different articles, areas of focus, and different groups
- Co-Leading Data Conversations with Principals/Teachers
- New curriculum materials
- Sharing/reading of articles at leadership meetings
- Work with specific teams based on need(s) or opportunities
- Summer Learning Institute courses or book studies
- Through existing meeting structures such as staff meetings, opening day professional learning, or early release sessions throughout the year
- Non-Tenure Community of Practice Sessions (Non-tenure CoP) *mentors also invited
- Board Meeting Presentations
- Phone calls or emails to Representatives/Legislators

When /How Often & What to Use

When:
- Administrative Team Meetings
- Administrative Team Summer Learning Retreat Sessions (Admin and/or Admin with teacher teams)
- Opening Day professional development sessions for teams who are ready
- Sprinkle at new teacher orientation sessions
- Non-Tenure Community of Practice Sessions (CoP) *Mentors invited
- Communication in the quarterly community "Rocket City News"

What to Use: MAC/ALN Materials
- MAC Materials/Resources/ Website/MAC in a Moment, Think Points
- MAC Reads, State-wide Book Study
- Assessment Literacy Standards (ALS)
- Assessment Learning Network Materials (ALN)
- Assessment Learning Modules (ALM online modules on MVU)
- Assessment Learning Institute (ALI)

We strive to be a SYSTEM which provides ALL stakeholders with the necessary KNOWLEDGE and SKILLS to Develop, Implement, and Interpret Assessment Results based on its PURPOSE

We all know that is an issue. There never seems to be enough to collaborate on projects and learning tasks. R-P's Summer Institute has secured this precious gift of and can support your teaching renewal process by offering the summer institute for either Grad Credit or SCECHs. Teams will propose a project and will work together in face to face, small group, individual, and components. Don't wait!! Start thinking about your collaborative project and today.

**Book Clubs, Summer Institute Outlines, PLC options, Creative Learning Opportunities (Learning Labs during Evening Parent workshops)

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The MAC believes…

About assessment

- Quality education depends on the alignment of curriculum, instruction and balanced, meaningful assessment which supports, as well as, verifies learning.
- Assessment systems should balance the needs of all users.
- Good assessment supports student learning.
- Effective use of the formative assessment process in classrooms, contributes to the development of life-long learners.

About students

- Students are the most important users of assessment information.
- Students deserve the benefit of high-quality instruction and assessment practice.
- Students deserve to benefit from a balanced assessment system.

About educators

- All educators need to be assessment literate.
- All educators should be given the opportunity to learn to become assessment literate.

About us

- We believe the MAC's role is to collaboratively engage with others in the work of advancing assessment literacy and advocating for excellence in assessment practice and systems.

For more information, stop at the MAC booth for more specific tools and various publication materials to support you through this important work in your district.

MAC Upcoming Events

- MAC Reads! 2019

Assessment Literacy for Educators in a Hurry

Video Conference with W. James Popham Thursday, Sept. 26th, 2019 4-5 p.m. EST

Registration: https://bit.ly/2DX19U6

- 2019 Assessment Literacy Institute: Improving Practice & Systems

The MAC introduces our first – Assessment Literacy Institute, a powerful professional learning offering designed to equip consultants, administrators and teacher-leaders who have responsibility to work with colleagues to improve assessment practice and systems.

https://www.eventbrite.com/e/2019-assessment-literacy-institute-improving-practice-systems-tickets-56142266029

- Field Test MAC's NEW MI Learns Assessment– micro-credential style assessment courses

MAC is seeking learners to field test a new, comprehensive set of courses, aligned to their foundational *Assessment Literacy Standards* (2015/2017). The courses focus on discrete assessment topics. Courses are organized by Strands, and learners are asked to submit evidence resulting from assigned tasks. Tasks are constructed to permit the learner to apply knowledge and skills, and tasks represent the competencies and responsibilities educators encounter in their current context.

https://www.surveymonkey.com/r/QKY59RZ

- Assessment Learning Network

April 12th- "Preparing Teachers to Design Classroom Assessment for Learner Agency", Jill Willis

May 12th- "Assessment that Supports Literacy"- Margaret Heritage and Tanya Wright

Visit the MAC exhibit booth and website for more information!

www.michiganassessmentconsortium.org

Current Happenings at the MAC

- [Assessment Learning Modules](#)

The Assessment Learning Modules are aligned to Assessment Literacy Standards (endorsed by the Michigan State Board of Education in May of 2016) that are the core of all MAC professional learning opportunities. We developed the Assessment Literacy Standards to inform educators about sound assessment policy, support credentialing opportunities and inform public policy.

- [MAEIA Assessments](#)

The MAEIA assessment model is different than the standardized testing with which you may be familiar. Rather than *interrupt* instruction, the MAEIA assessments are intended to be used in conjunction with ongoing classroom instruction. The MAEIA assessments were developed to assess fine arts performance through the use of 350 performance tasks and events. These assessments are fully searchable, downloadable and adaptable to curriculum and instructional style.

- [MAEIA PRT](#)

The Program Review Tool is a self-study tool that schools and districts can use to analyze and reflect on the status of their own arts education program. Based on the Michigan Blueprint of a Quality Arts Education Program, the Program Review Tool can provide useful information about the nature of an arts education program and can become the basis for enhancing arts education in the context of school improvement.

- [Read about the MI-CSS Field Test](#)

MAEIA (Michigan Arts Education Instruction and Assessment Project) is seeking volunteers to participate in a field test of the new Michigan-Collaborative Scoring System (MI-CSS) software. MI-CSS is for use by arts teachers to reliably score responses of their students to the MAEIA assessments, as well as a comparable number of responses from other teachers' students.

And more!

Upcoming events at the MAC

MAC Reads! 2019
Assessment Literacy for Educators in a Hurry
Video Conference with W. James Popham
Thursday, Sept. 26th, 2019 4-5 p.m. EST
Registration: https://bit.ly/2DX19U6

2019 Assessment Literacy Institute: Improving Practice & Systems

The MAC introduces our first — Assessment Literacy Institute, a powerful professional learning offering designed to equip consultants, administrators and teacher-leaders who have responsibility to work with colleagues to improve assessment practice and systems.
https://www.eventbrite.com/e/2019-assessment-literacy-institute-improving-practice-systems-tickets-56142266029

Field Test MAC's NEW MI Learns Assessment— micro-credential style assessment courses

MAC is seeking learners to field test a new, comprehensive set of courses, aligned to their foundational *Assessment Literacy Standards* (2015/2017). The courses focus on discrete assessment topics. Courses are organized by Strands, and learners are asked to submit evidence resulting from assigned tasks. Tasks are constructed to permit the learner to apply knowledge and skills, and tasks represent the competencies and responsibilities educators encounter in their current context.
https://www.surveymonkey.com/r/QKY59RZ

Assessment Learning Network
  - April 12th- "Preparing Teachers to Design Classroom Assessment for Learner Agency", Jill Willis
  - May 12th- "Assessment that Supports Literacy"- Margaret Heritage and Tanya Wright

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Current happenings at the MAC
  • Assessment Learning Modules
  • MAEIA Assessments
  • MAEIA PRT
  • Read about the MI-CSS Field Test
And more!

Visit the MAC exhibit booth to learn more! See 'Hot Topics' on the MAC homepage for hyperlinks to all events!

www.michiganassessmentconsortium.org

"Teachers who are proficient in the use of well-designed assessment tools and strategies make learner-centered instruction possible. Sound assessment approaches provide continuous feedback that help both students and teachers monitor learning while it is in progress (formative)."

~National Commission on Teaching, 2005, p. 18

THANK YOU!