MAC Assessment Nugget

Balanced Assessment System

Definition:

Assessments may be useful for one purpose but worthless for other important instructional purposes. A variety of measures are needed to accommodate a variety of goals. A balanced assessment system uses the strengths of summative, interim, and formative assessment to address instructional, accountability, and learning needs. Thereby making the balanced assessment system comprehensive, coherent and continuous.

Main purposes and uses of assessment information

Assessment for and of Learning
- Monitor/Adjust Instruction
- Inform students and parents about learning progress

Classroom
Formative Assessment Process & Classroom Summative Assessments

Assessment of Learning
- Predict Performance
- Evaluate Curriculum/Programs
- Inform student services and placement decisions

District/School
Interim/Benchmark Assessments

Assessment of Learning
- Evaluate Learning
- Evaluate School Quality (Accountability)
- Evaluate District/School Policies

State
Annual Summative
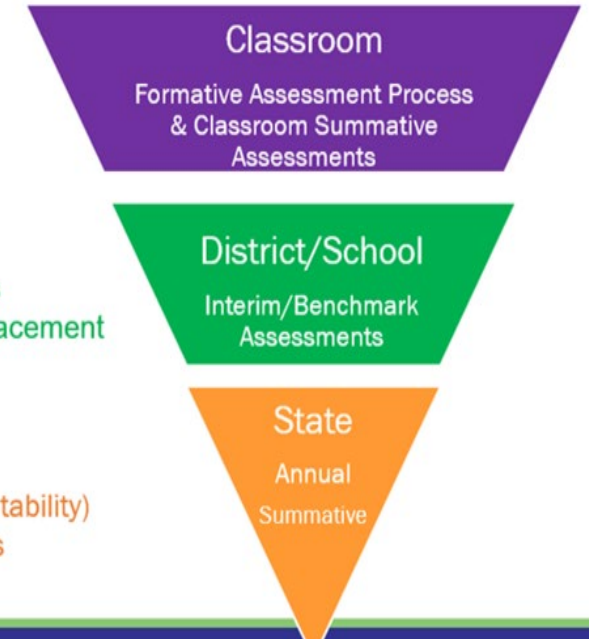
Additional Resources

Learning Point:
What constitutes a comprehensive balanced assessment system?

Learning Point:
Start with purpose when choosing assessment

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Assessment Literacy

Definition:

Assessment literacy is the set of beliefs, knowledge and practices about assessment that lead a teacher, administrator, policymaker or student to use assessment to improve student learning and achievement.

Additional Resources

Learning Point:
What do we mean by assessment literacy?

Learning Point:
What fundamental understandings are necessary for assessment literacy?

Assessment Literacy Standards
A NATIONAL IMPERATIVE

BRIEF // SPRING 2024

Michigan Assessment Consortium
Improve learning. Increase success.

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Quality Summative Classroom Assessments

Definition

Classroom summative assessments are used to make a summary, or overall judgement, about student learning, typically at the end of a learning segment. The tools used to certify the learning must be reliable and of high quality in order to produce valid evidence of student learning. The process of developing quality summative classroom assessments requires some intentional thought and attention.
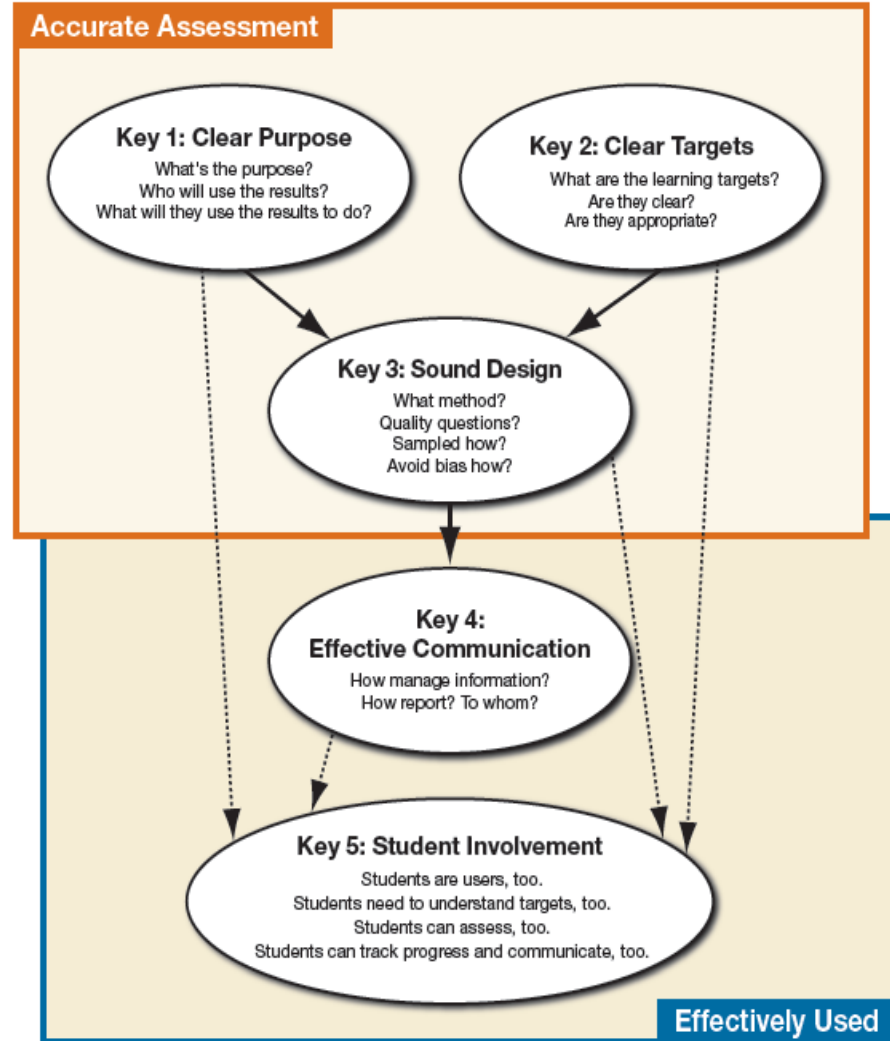
Additional Resources

Learning Point: What is summative assessment and how can it be used in the classroom?

Learning Point: Reliability and validity—How do these concepts influence accurate student assessment?

Accurate Assessment

Key 1: Clear Purpose
What's the purpose?
Who will use the results?
What will they use the results to do?

Key 2: Clear Targets
What are the learning targets?
Are they clear?
Are they appropriate?

Key 3: Sound Design
What method?
Quality questions?
Sampled how?
Avoid bias how?

Key 4: Effective Communication
How manage information?
How report? To whom?

Key 5: Student Involvement
Students are users, too.
Students need to understand targets, too.
Students can assess, too.
Students can track progress and communicate, too.

Effectively Used

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Formative Assessment Process

Definition

"Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners."

(CCSSO FAST SCASS, revised June 2017)

Additional Resources:

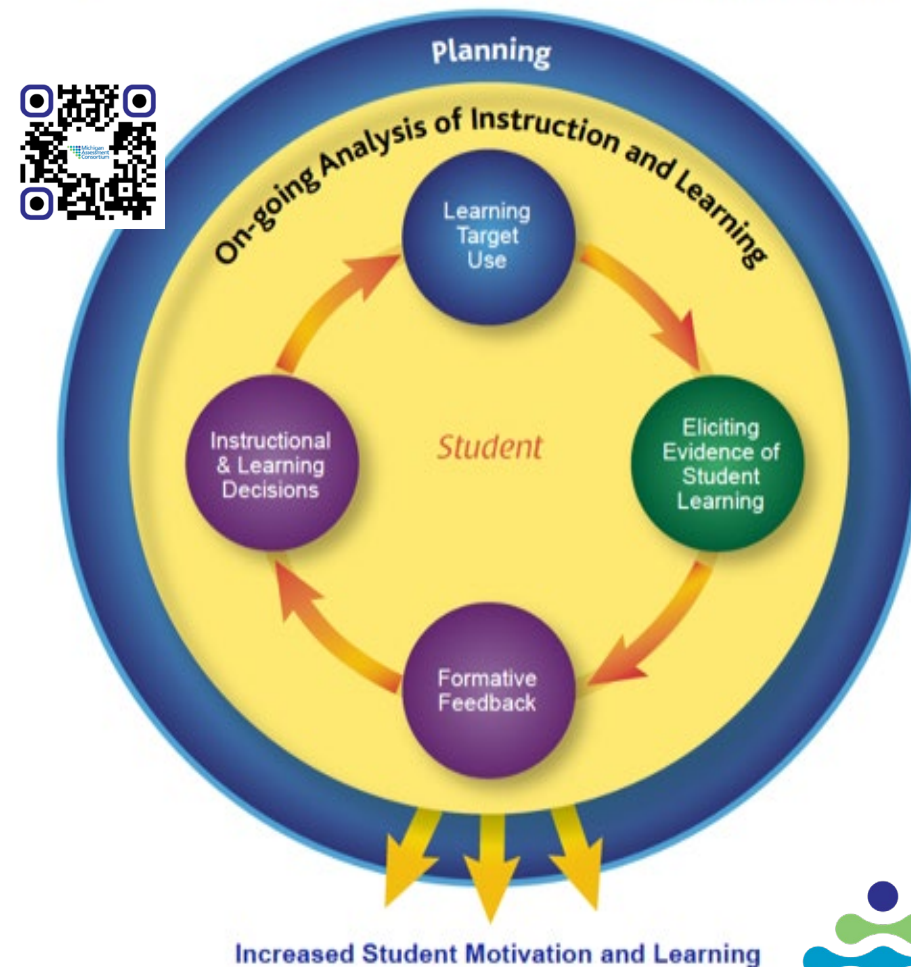Learning Point: What do we mean by formative assessment?

Learning Point: Formative assessment(s) or formative assessment? The "s" makes a difference

Formative Assessment Guiding Questions:
- Where are we going?
- What does the student understand now?
- How do we get to the learning target?

Planning

On-going Analysis of Instruction and Learning

Learning Target Use

Eliciting Evidence of Student Learning

Student

Instructional & Learning Decisions

Formative Feedback

Increased Student Motivation and Learning

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Student Engagement in Assessment

Definition:

"Student engagement includes emotional investment in learning as well as focused cognitive effort toward learning."
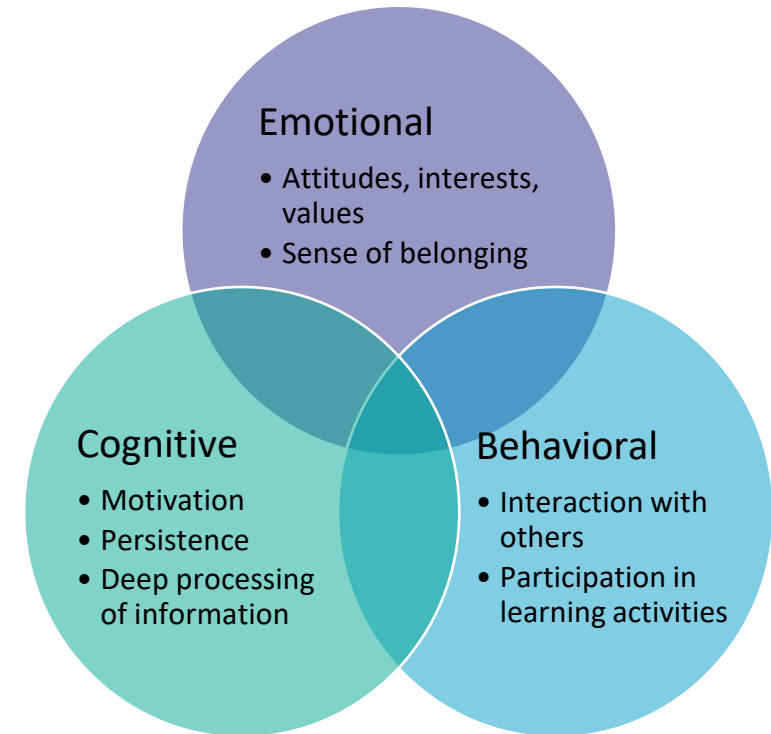
–Wang & Holcombe, 2010

Student engagement includes elements such as:

- Motivation
- Funds of Knowledge
- Attention
- Relationships

- Retrieval & Practice
- Cognitive Load and Memory
- Productive Struggle

Dimensions of Student Engagement

Emotional
- Attitudes, interests, values
- Sense of belonging

Cognitive
- Motivation
- Persistence
- Deep processing of information

Behavioral
- Interaction with others
- Participation in learning activities

Additional Resources

Learning Point: What is learner agency?

Learning Point:
What is social and emotional learning (SEL)?

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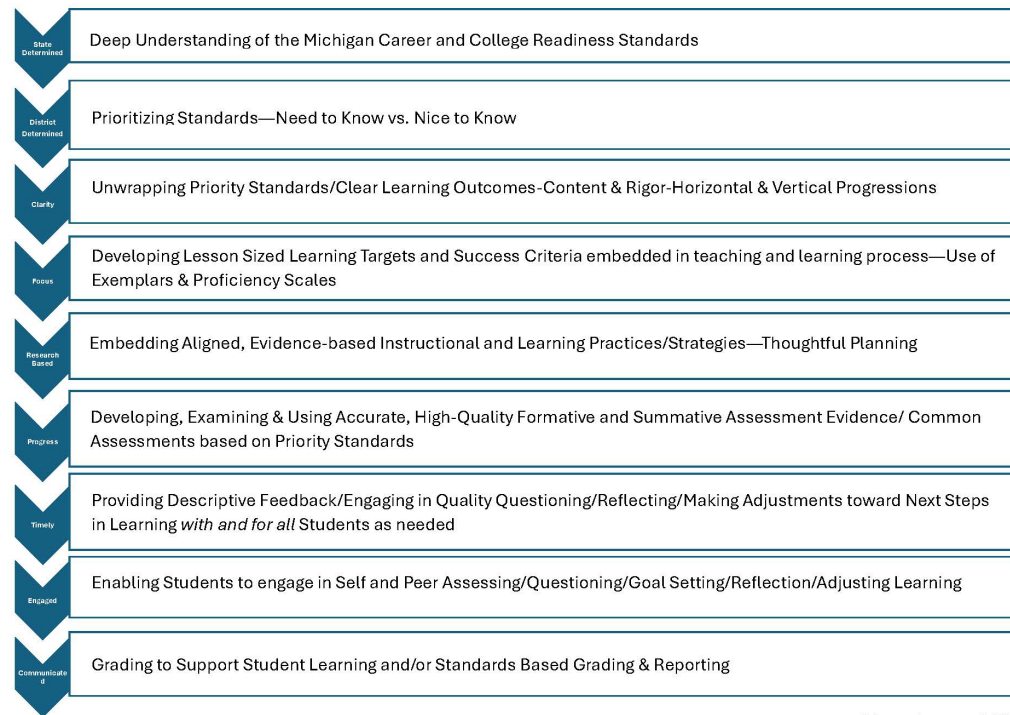# Creating a Guaranteed, Viable Curriculum using Priority Standards

Definition

A Guaranteed, Viable Curriculum (GVC) is the construct that articulates how each student will receive a comprehensive, equitable, rigorous, and standards-based education, across all grade-levels, in all subject areas.

It provides educators, parents and students with a guide for what students need to learn in order to be successful and how deeply they need to engage in the content to be considered proficient. A GVC assists in the prevention of redundancies in instruction and guards against gaps in student learning.

Adapted: Bill Ferriter, 2012 and PPS.net

Systems Approach to the Development of a Guaranteed, Viable Curriculum

State Determined	Deep Understanding of the Michigan Career and College Readiness Standards
District Determined	Prioritizing Standards—Need to Know vs. Nice to Know
Clarity	Unwrapping Priority Standards/Clear Learning Outcomes-Content & Rigor-Horizontal & Vertical Progressions
Focus	Developing Lesson Sized Learning Targets and Success Criteria embedded in teaching and learning process—Use of Exemplars & Proficiency Scales
Research Based	Embedding Aligned, Evidence-based Instructional and Learning Practices/Strategies—Thoughtful Planning
Progress	Developing, Examining & Using Accurate, High-Quality Formative and Summative Assessment Evidence/ Common Assessments based on Priority Standards
Timely	Providing Descriptive Feedback/Engaging in Quality Questioning/Reflecting/Making Adjustments toward Next Steps in Learning *with and for all* Students as needed
Engaged	Enabling Students to engage in Self and Peer Assessing/Questioning/Goal Setting/Reflection/Adjusting Learning
Communicated	Grading to Support Student Learning and/or Standards Based Grading & Reporting

Vorenkamp, 2024

Additional Resources:

MAC Learning Map: Developing a Guaranteed, Viable Curriculum through the Identification of Priority Standards

Article & Infographic: Does your school have a guaranteed and viable curriculum? How would you know?

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Pre-Assessment

Definition

Pre-assessments are authentic engagements, created by educators and completed by students prior to instruction, designed to gauge students' prior understandings and knowledge, enabling educators to determine the learning opportunities students will need to achieve intended learning outcomes.
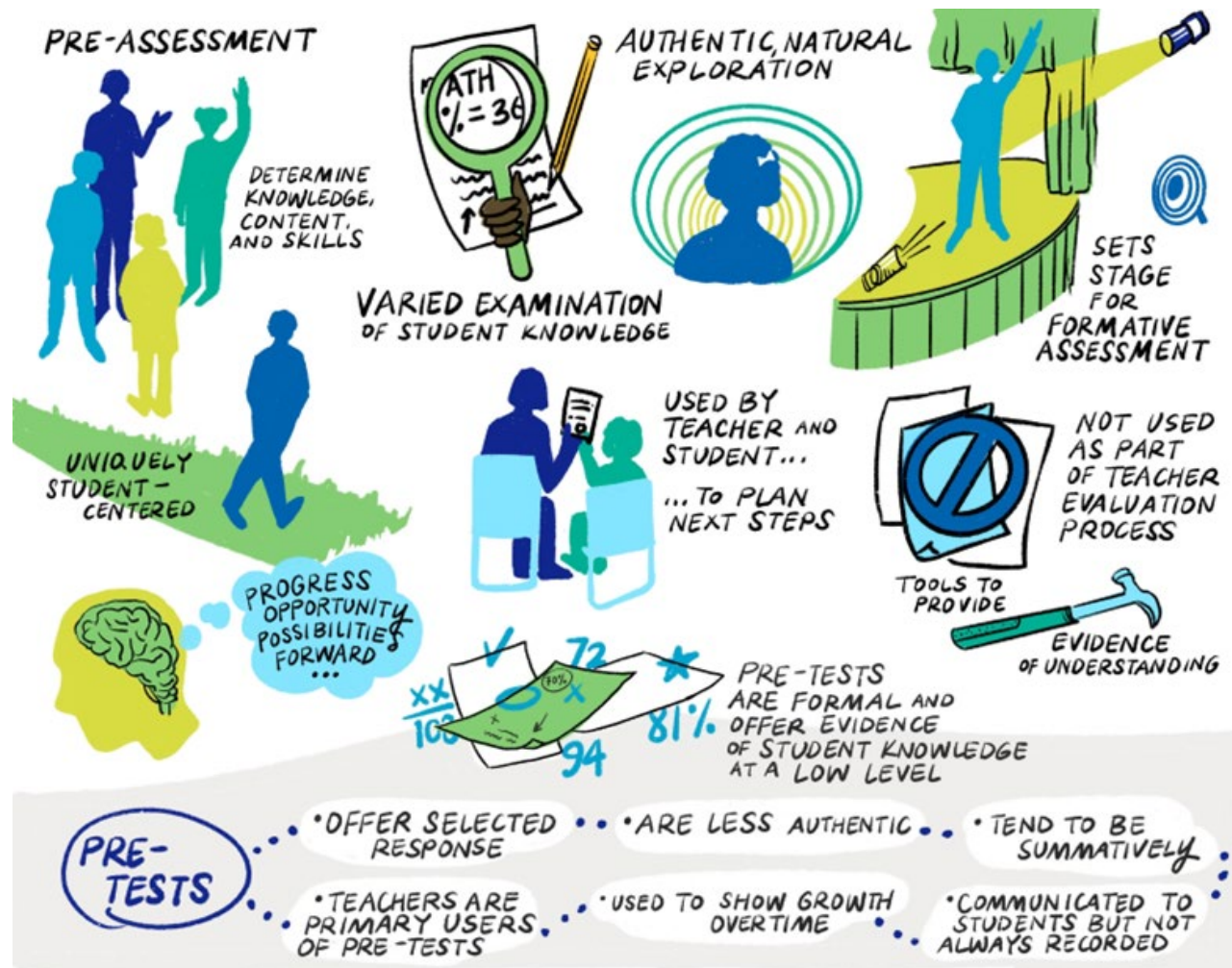
Additional Resources

The Pre-Assessment Process: Achieving Learning Outcomes Through Pre-assessment Tasks and Practices

Does Pre-Assessment Work? Educational Leadership-Thomas R. Guskey

Instructionally Embedded Assessment

Definition

Instructionally Embedded Assessments (IEAs) are opportunities for teachers to assess student learning, within the course of a unit of study, to gauge student understanding, provide feedback, determine next steps, and make instructional adjustments accordingly.

They are meant to integrate classroom instruction, student learning, and assessment and are woven into the instructional sequence. IEAs are intended to be relaxed, constant, and integrated or embedded within classroom instruction.

(scan to open chart)

Additional Resources:
Handout: Ways to show what you know

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Instructionally Embedded Modes of Assessment

| Selected Response	Constructed Response	Performance Assessment	Conversations/Observations
Multiple Choice	Fill in the Blank	Performance Tasks or Events / Video on PA / Video 2 Assessing Deeper Learning / MAEIA Project	Reflection Conversations
True-False	Essays	Task Cards / Additional Resources	Questioning / Additional Resource / Additional Resource
Matching	Mind/Concept Maps	Presentations	Oral Assessment
	Graphs/ Tables	Projects / Additional Resources	Interviews/Surveys
	Illustrations	Debates	Observations
			Journals / Add'l Resource 1 / Add'l Resource 2
			Student Self-Assessment
			Peer Assessment
			Narrative Reporting

Performance Assessment

Definition

Performance assessments are measures on which students are asked to perform in some manner, such as conducting an investigation in science, developing a computer program to demonstrate functions in mathematics, analyzing source documents to compare and contrast different historical points of view in social studies, developing a multi-media presentation in English class, acting out a character in a theatrical production, or completing a painting in an arts class.

The products of performance assessment can be of many types. They also typically require a checklist, a rubric, or some manner for scoring students' responses to them.
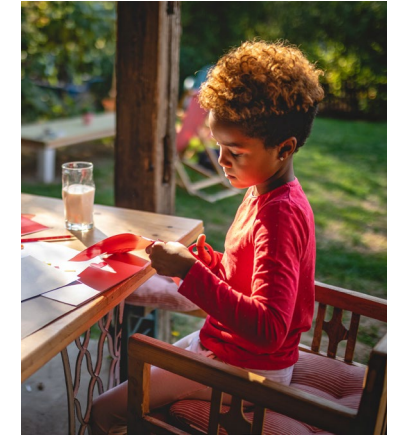
Additional Resources:

Learning Point: Performance Assessment–What is it and why is it useful?

Effective Feedback (animated video)

Resources from (Jay) McTighe & Associates Consulting

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Formative Feedback

Definition

Formative feedback, verbal and written, is provided to students to help them understand how close they are to the learning targets and what they can do to move closer. An important attribute of formative feedback is to identify not only what students are struggling with, but also what they are doing well.

–FAME Learning Guide

"You can learn without grades but not without feedback."

-Ken O'Connor, April 28, 2020, MAC Webinar

What Does Formative Assessment Look Like?

Formative Feedback…

✓ Relates to learning targets & success criteria

✓ Identifies strengths and areas for growth

✓ Is timely—can be used to improve progress

✓ Must be descriptive—specific, can be in the form of questions

✓ Must be actionable—concrete information on next steps

Formative Feedback Is NOT…

✓ General comments i.e., good job, try harder next time

✓ An edit of mistakes

✓ Provided after learning is over—at the end

✓ Evaluative—grades, scores, checkmarks, judgements

✓ Theoretical and conceptual comments or brief general phrases

Additional Resources:

Learning Point: What is formative feedback? Why is feedback from the teacher important?

Six Insights about Feedback (FAST/WestEd)

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