



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.



This Assessment Nugget was prepared by MichiganAssessmentConsortium.org and is free to share with attribution.

Main purposes and uses of assessment information

Assessment for and of Learning

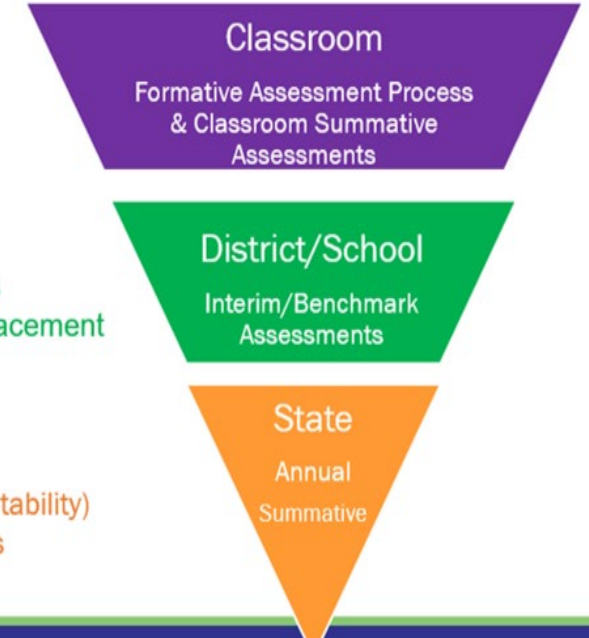
- Monitor/Adjust Instruction
- Inform students and parents about learning progress

Assessment of Learning

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

Assessment of Learning

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



Additional Resources



Learning Point:
What constitutes a comprehensive balanced
assessment system?



Learning Point:
Start with purpose when choosing assessment





MAC Assessment Nugget

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?



This Assessment Nugget was prepared by MichiganAssessmentConsortium.org and is free to share with attribution.

Assessment Literacy Standards A NATIONAL IMPERATIVE



BRIEF // WINTER 2020



Michigan
Assessment
Consortium
Improve learning.
Increase success.





MAC Assessment Nugget

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



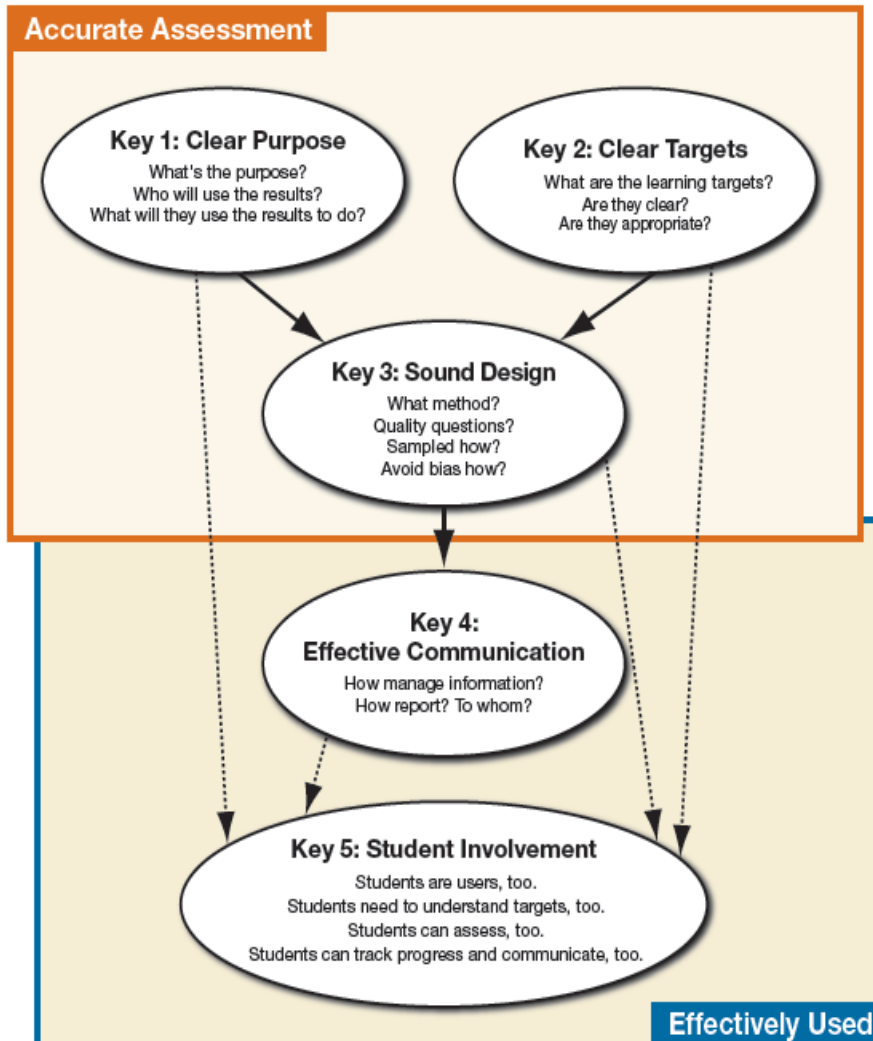
Learning Point: What is summative assessment and how can it be used in the classroom?



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



This Assessment Nugget was prepared by MichiganAssessmentConsortium.org and is free to share with attribution.





MAC Assessment Nugget

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?



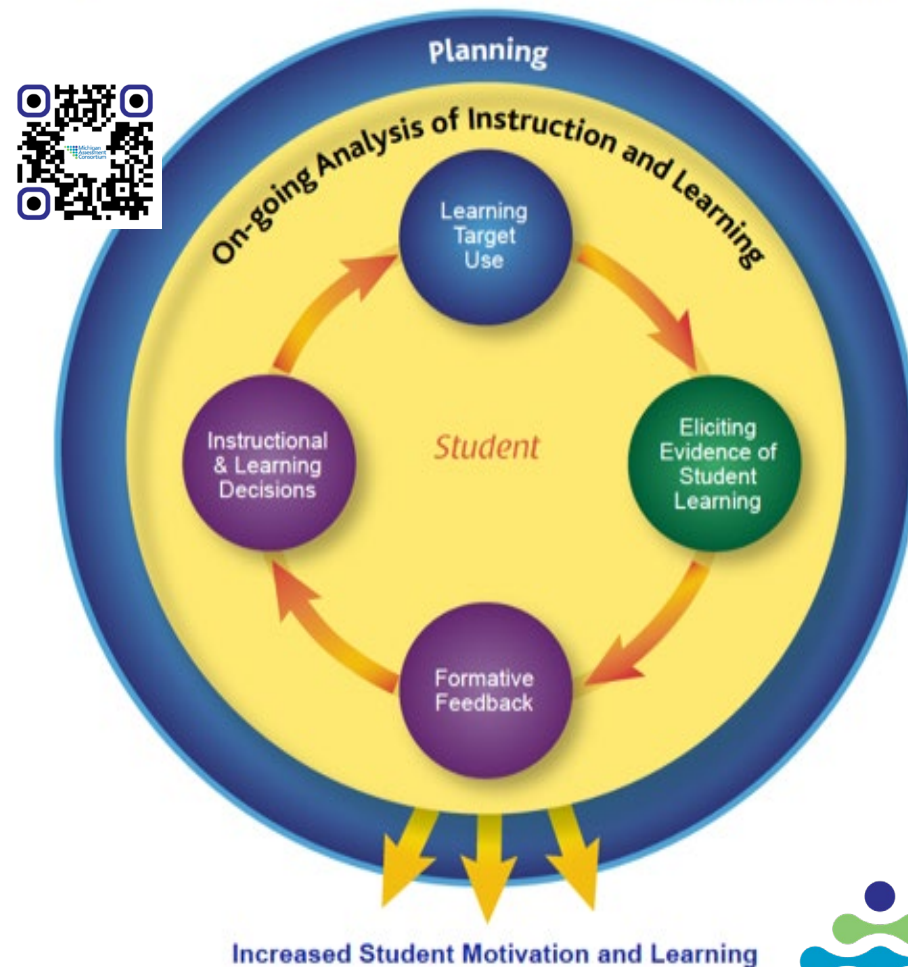
Learning Point: Formative assessment(s) or formative assessment?
The “s” makes a difference



This Assessment Nugget was prepared by MichiganAssessmentConsortium.org and is free to share with attribution.

Formative Assessment Guiding Questions:

- Where are we going?
- What does the student understand now?
- How do we get to the learning target?





Student Engagement in Assessment

Definition:

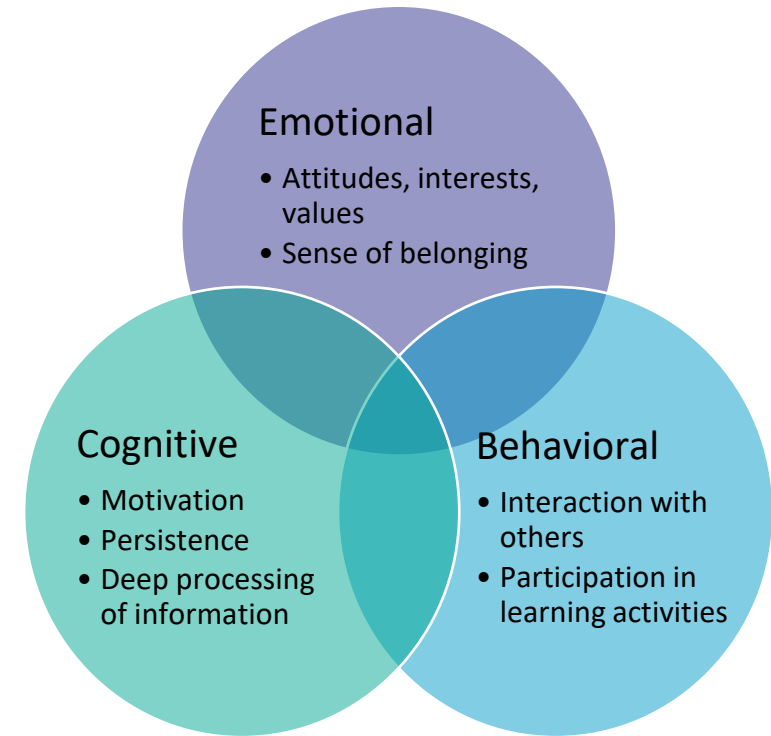
“Student engagement includes emotional investment in learning as well as focused cognitive effort toward learning.”

–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



Additional Resources

Learning Point: What is learner agency?



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





MAC Assessment Nugget

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

This Assessment Nugget was prepared by MichiganAssessmentConsortium.org and is free to share with attribution.



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?





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.

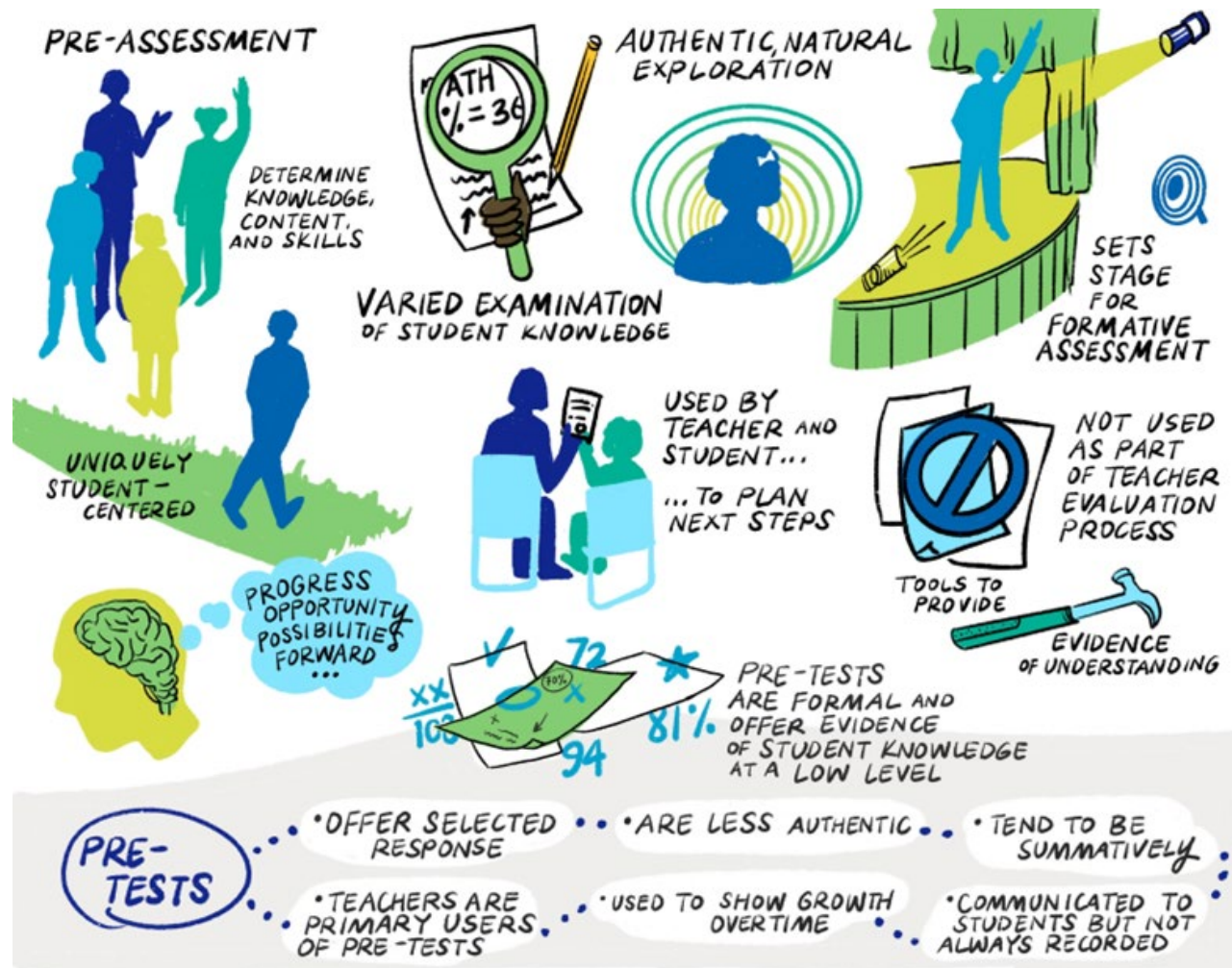
Additional Resources



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



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





MAC Assessment Nugget

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.

Additional Resources:

Handout: [Ways to show what you know](#)







(scan to open chart)



This Assessment Nugget was prepared by MichiganAssessmentConsortium.org and is free to share with attribution.

ASSESSMENT LEARNING INSTITUTE

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



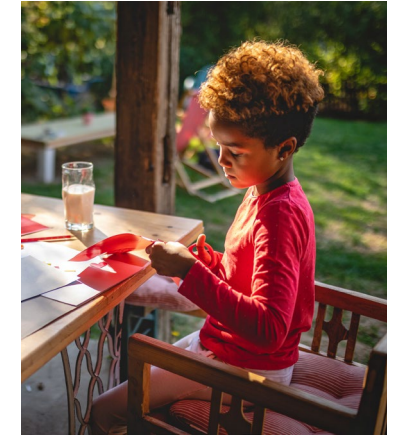
MAC Assessment Nugget

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



This Assessment Nugget was prepared by MichiganAssessmentConsortium.org and is free to share with attribution.





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)