

Assessment Learning Network 2022-2023

Meeting #4
April 27, 2023

Moving Together Toward Assessment Systems that Support Learning





Norms for ALN Meetings

Think about how you might use what you learn to develop others' capacity to create balanced assessment systems

1 Listen fully and reflectively

2 Seek to understand before being understood

3 Hold the experiences and revelations of others with care

4 Protect confidentiality

5 Challenge the limits of your potential



Today's Agenda

- Welcome, Overview, and Introductions
- Getting Ready for This Afternoon's Topic
 - [Activating and Engaging](#)
- Featured Presentation
 - [Moving Together Toward Assessment Systems that Support Learning](#)
- Break & Dessert
 - [Moving Together Toward Assessment Systems that Support Learning](#)
- Future ALN Meeting Date and Topics and Upcoming MAC Events
- Adjourn



Welcome to Meeting #4

Kathy Dewsbury-White:
CEO - Michigan Assessment Consortium





The Assessment Learning Network

1 A professional learning community focused on improving assessment in public education

2 A vehicle to promote the MAC's Assessment Literacy Standards throughout Michigan

3 A conduit between the MAC, the MDE, Michigan's professional educational organizations, ISD/RESAs, Local School Districts and Individual Educators.

4 Works collaboratively to improve the assessment literacy of all of Michigan's public educators

5 A good example of a public-private partnership



The Structure of the ALN

1

PARTICIPATE

To participate in the ALN professional community, simply register for any ALN event posted to the ALN Calendar on the Michigan Assessment Consortium (MAC) website. The registration fees (discounted for MAC members) cover lunch (live events only), networking during the event, and ongoing access to all session materials and video. Registration fees are kept affordable by subsidies from the MAC and Michigan Department of Education

2

AFFILIATE

- ALN invites individuals and organizations to Affiliate with the ALN by committing to all the following **responsibilities**:
- Pre-register for and attend all ALN events
- Participate in ALN event facilitated dialogue and activities
- Review Michigan's Assessment Literacy Standards and all available ALN resources
- Attend orientation and periodic networking engagements
- Synthesize and share ALN information and resources with your colleagues or members/constituents of a sponsoring organization (if applicable)



Why Affiliate?

In return, the MAC **supports** ALN Affiliates in their efforts to share assessment literacy learning with colleagues/members/constituents through a variety of optional benefits, including:

- Orientation engagement and periodic networking opportunities
- Communications tools
- Customized consultation
- MAC individual membership (one-year)
- Recognition on the ALN website and selected printed publications



Today's Presenters



Karrie LaFave

Executive Assistant



Terri Portice

Education Consultant
MAC Board Member



Ellen Vorenkamp

Professional Learning Director, MAC
Education Consultant
MAC Board Member



Getting Ready for Our Presentation



Activating and Engaging

Opportunity to activate our prior knowledge and understanding around the topic to be discussed as well as engage in reflection and deepening our understanding with colleagues.



Activating Questions

Take a few minutes and reflect individually on these 3 questions: Jot down any ideas, words, connections, thoughts that come to mind on the handout provided.

- What comes to mind when you hear about the Michigan Assessment Consortium?
- What resources might you have used from the MAC recently?
- What resources might you have looked for but were unable to locate?

Handout 1



Engaging with Colleagues

At your table, have each person share their insights related to the three questions...

Look for patterns and trends among your answers in relation to use of MAC resources...

What might be similar...

What might be different...

One person from each breakout room, please record your team's ideas on the chart paper.

Post by your table

Our Featured Presentation:



Who we are, what we do...

- The MAC is a professional association of educators who believe quality education depends on accurate, balanced and meaningful assessment.





Our Beliefs

ABOUT ASSESSMENT

- Quality education depends on the alignment of CIA for and of learning.
- Assessment systems must meet the informational needs of all users.
- High quality assessment supports, verifies and enhances students learning.
- Effective use of the FAP in classrooms promotes equitable development of life-long learners.

ABOUT EDUCATORS

- All educators need to be assessment literate.
- All educators must be given meaningful opportunities to learn how to become, as well as understand why it is important for them to be assessment literate.

ABOUT STUDENTS

- All students need to be assessment literate.
- Students are the most important users of assessment information.
- All students deserve the benefit of engaging in high-quality assessment practices that support learning.
- Students deserve to benefit from a balanced assessment system.

ABOUT US

- 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.
- Equity is best demonstrated when all students are supported to achieve at a rigorous level.



Our Purpose

- We are focused on leadership, service, and programs to **ensure assessment literate practice** and **balanced assessment systems** are realized.



A Balanced Assessment System

Main purposes and uses of assessment information

Assessment for and of Learning

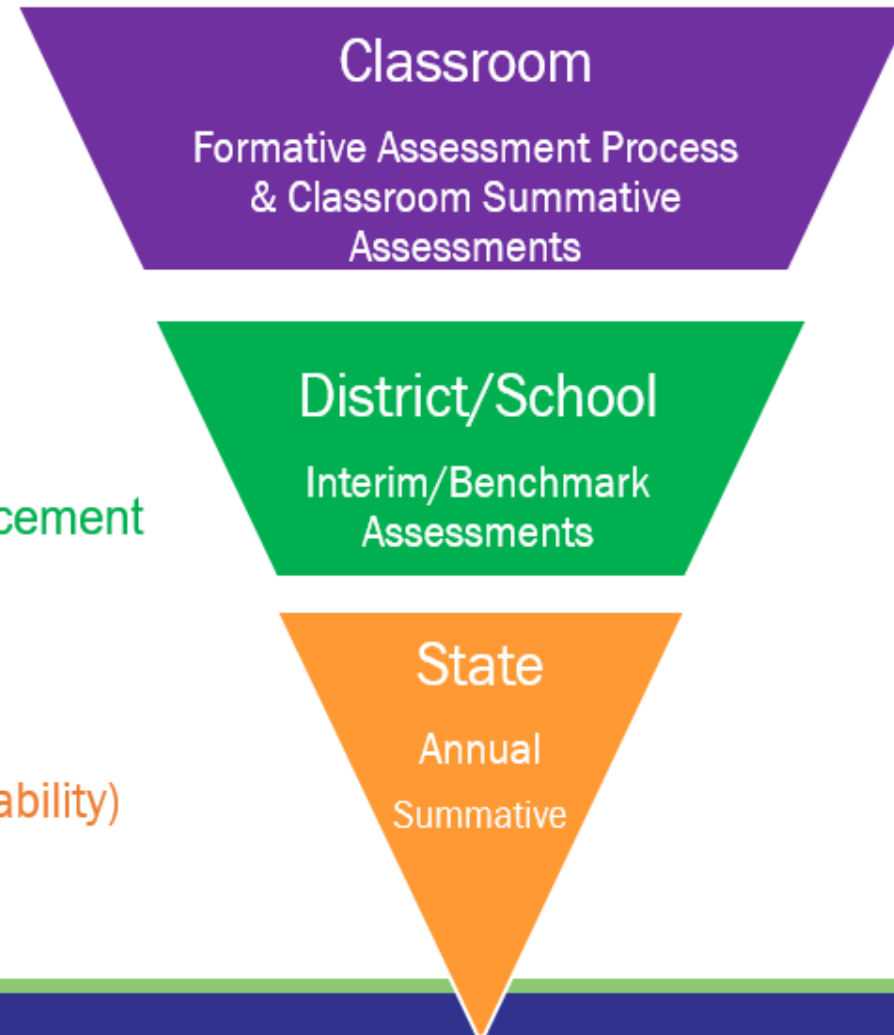
- Monitor/Adjust Instruction
- Inform students and parents about learning progress

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





A Balanced Assessment System

Main purposes and uses of assessment information

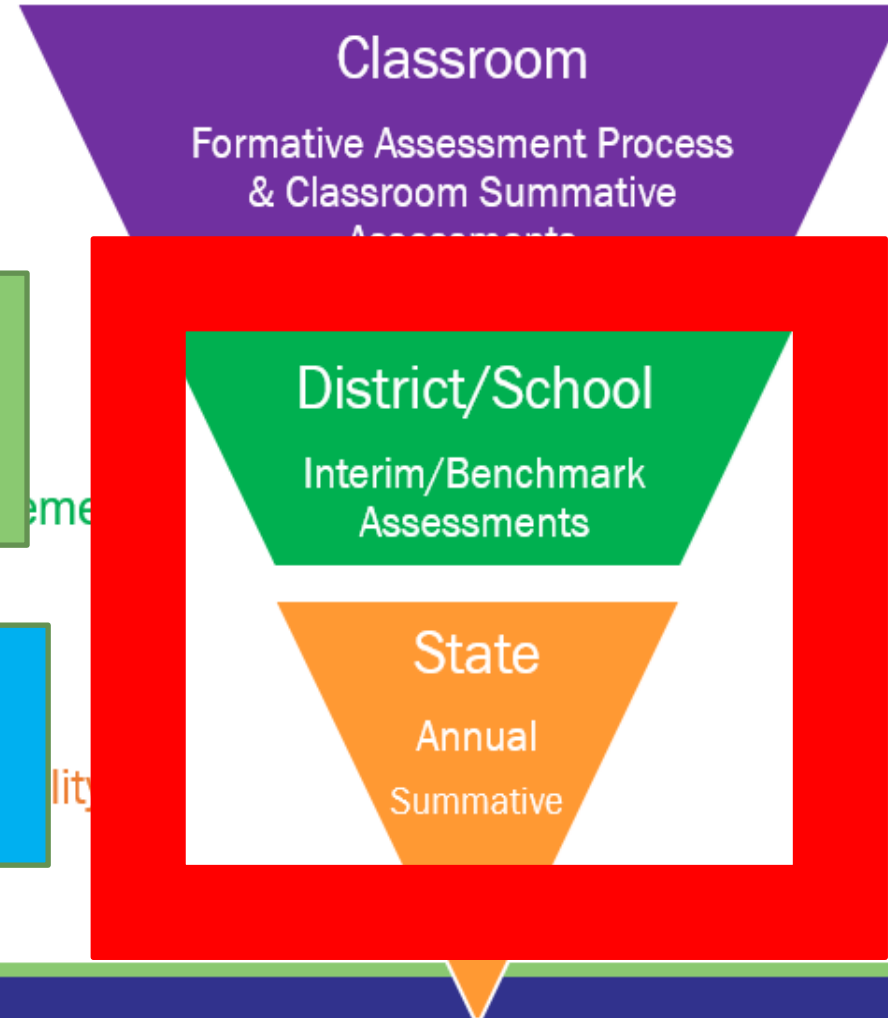
Assessment for and of Learning

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

Estimated we spend several billions of dollars a year nationwide on high-stakes summative assessment!

decisions

Yet these layers only account for about 20% of decisions about student learning!





A Balanced Assessment System

Classroom

Formative Assessment Process &
Classroom Summative Assessments

- This is where the majority of decisions about students are made.
- These decisions are made by teachers and—more importantly—by the students themselves on an ongoing, continuous basis.



Barriers to Balanced Assessment Systems

01

influence of politics, policy, and political boundaries on the decisions around assessment

02

influence of commercialization and proliferation of assessments

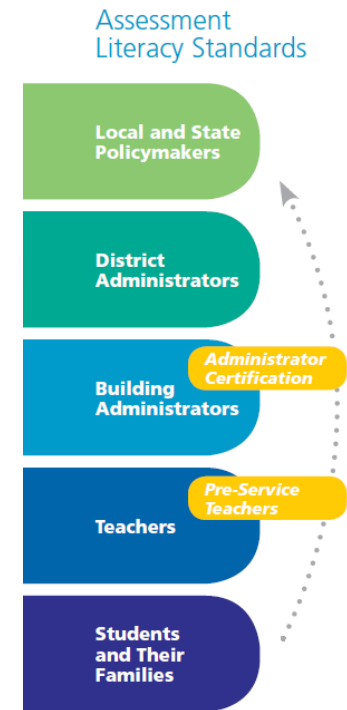
03

lack of assessment literacy at multiple levels of the system

04

lack of attention to curriculum and learning in the design of assessment systems.

Marion, S. F., Thompson, J., Evans, C. M., Martineau, J., & Dadey, N. (2019). The challenges and opportunities of balanced systems of assessment: A policy brief. Dover, NH: National Center for the Improvement of Educational Assessment. Retrieved from [https://www.nciea.org/sites/default/files/publications/Assessment Systems Policy Brief.pdf](https://www.nciea.org/sites/default/files/publications/Assessment%20Systems%20Policy%20Brief.pdf)



Assessment Literacy necessary for all stakeholders in the ecosystem that is education

Handout 2



MAC Engagements in 2023-24

All stakeholders contributing to education need to be assessment literate to ensure growth and achievement happens for all of our learners

link for all programs:
<http://bit.ly/3mqF88V>

	Everyone	Teachers	District Teams	ISD's	Assessment Facilitators	Engagement Type	Asynchronous PL Resources
BBAF Building a Better Assessment Future	●					Conference	<p>Assessment Learning Modules: self-paced modules based on the Assessment Literacy Standards for teachers, administrators, policymakers, and students and their families.</p> <p>Common Assessment Development Modules: self-paced modules will help you to learn how to create and use common assessments, step-by-step.</p> <p>A Vision of Excellence in Assessment: A webinar series with Rick Stiggins.</p> <p>MAEIA EduPaths Courses: Self-paced courses to help assess students in the arts, evaluate their arts program, and demonstrate professional practice.</p> <p>MAEIA Video Modules: Self-paced video modules on how to use MAEIA resources and tools for arts education.</p> <p><i>Both MAEIA resources above would be for arts educators, administrators, organizations, schools, and districts effectively.</i></p>
ALN Assessment Learning Network	●					Network with topical expert presentations	
MAC Reads	●					Annual statewide book study	
ALI Assessment Literacy Institute		●				Institute	
MiPAC Michigan Performance Assessment Cohort		●		●		R & D Project (performance assessments)	
FAME Formative Assessment for Michigan Educators		●		●	●	3-year program coach & learning team model based in LEA's	
FAME Arts Learning Team		●				3-year program learning team statewide	
MALFA Michigan Assessment Literacy Facilitators Association				●	●	Association/Network – 4 meetings resource sharing & development	
ABCA/LEA's Achieving Balance Classroom Assessment			●			2-year program – supported with CIP	
ABCA/ISD's				●		2-year program – think train the trainer to serve constituent districts	



ABCA
ACHIEVING BALANCE IN CLASSROOM ASSESSMENT

Local Educational Agencies



ABCA
ACHIEVING BALANCE IN CLASSROOM ASSESSMENT

ISD/RESA/ESAs



Purpose of the ABCA LEA Program

The **ABCA LEA** program is developed to assist **teams** of educators as they integrate the various approaches to assessment, i.e., assessment *for* learning and assessment *of* learning within a classroom setting to support student learning and achievement.

The **three-year program** engages participants in learning around information and the use of resources in the following areas:

- Assessment Literacy for all Educators
- the Role of Assessment in the Continuous Improvement Process
- Developing A Guaranteed Viable Curriculum through the selection of Priority Standards
- Creating a Balanced Classroom Assessment System
- the Proper Selection and Use of Interim/Benchmark Assessments
- Implementation of the Formative Assessment Process



Achieving Balance in Classroom Assessment-ISD/RESA/ESA Style

The **Achieving Balance in Classroom Assessment (ABCA) professional learning and implementation program** for ISD/RESA/ESAs was developed to assist **teams of ISD/RESA/ESA consultants** interested in the more effective use of school and classroom student assessment will be interested in a unique opportunity to engage in an extended, **two-year program** to learn more about how balanced classroom assessment (assessment *for* and *of* learning) can be used to substantially improve student learning **and how to facilitate and support implementation within their constituent districts.**



ABCA LEA Program Outcomes

Through the study and use of readily available resources located within the ABCA Learning Maps and MAC tools and resources, educators will deepen their understanding of:

- **Assessment literacy** and the role of assessment within the **continuous improvement process**.
- The development and use of **priority standards** to inform assessment practices and purposes.
- The **integrated use of a balanced assessment system** in a classroom setting, including a combination of interim assessments, summative assessments, and the formative assessment process to inform instruction to improve student learning.
- The purpose and use of high-quality **classroom summative assessments** as an integral part of a classroom balanced assessment system.
- The purpose and use of **interim/benchmark assessments**, at the end of instruction, to formally verify student learning.
- The purpose and daily use of the **formative assessment process** to plan, deliver, and monitor student learning.



ABCA ISD/RESA/ESA Program Outcomes

Participant Outcomes: ISD/RESA/ESA consultants will learn more about aspects of assessment as outlined in the prior slide in addition to...

Learn facilitation and implementation ideas to share learning with constituent districts during year 2 of their program.



Achieving Balance in Classroom Assessment-ISD/RESA/ESA Style

Suggested Participants:

- ISD/RESA/ESA consultants/teams who have some responsibility for assessment-related topics and/or consultants who integrate assessment-related concepts and practices within the focus of their content-related positions.
- Possible Team Members
 - Assessment Consultants
 - Content Area Consultants i.e., ELA, Math, Science, Social Studies
 - Curriculum and Instruction Consultants
 - Data Consultants
 - Instructional Technology Consultants
 - School Improvement Consultants
 - Special Education Consultants



ABCNA
ACHIEVING BALANCE IN CLASSROOM ASSESSMENT



ABCNA
ACHIEVING BALANCE IN CLASSROOM ASSESSMENT

Learning Resources

Learning Maps

Strategy Implementation Guides

Activity Planning Tools

Additional Resources



Learning Maps



1. Assessment Literacy
2. The Role of Assessment in Continuous Improvement
3. Developing Guaranteed Viable Curriculum-Priority Standards
4. Balanced Assessment Systems
5. The Formative Assessment Process
6. Interim/Benchmark Assessment

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Improve learning. Increase success.

Learning Map

Bringing Balance to Classroom Assessment Systems with the Formative Assessment Process

title	Bringing Balance to Classroom Assessment Systems with the Formative Assessment Process
creator / email	Michigan Assessment Consortium FAME assistant@michiganassessmentconsortium.org
intended audience	Teachers, Teacher Teams, School Leadership, District Leadership
purpose	The effective use of evidence of student learning is a critical component for educators engaged in an ongoing continuous improvement process. The purpose of the Smarter FAME Learning Map on the Formative Assessment Process (assessment for learning) is to establish a foundation of knowledge related to the implementation of the formative assessment process in classroom environments. Participants will gain an understanding of the value of the integration of the formative assessment process as an essential assessment approach within a classroom balanced assessment system.
learning outcomes	Using readily available resources, within this Smarter FAME Learning Map, educators will deepen their understanding of: <ul style="list-style-type: none"> • A balanced assessment system in a classroom setting. • Formative assessment as a process and its positive impact on student achievement. • The formative assessment process; its role and purpose within the classroom and conditions under which it can

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Learning Map

Creating Balance in Classroom Assessment Systems: The Foundations

title	Creating Balance in Classroom Assessment Systems: The Foundations
creator / email	Michigan Assessment Consortium Assistant@michiganassessmentconsortium.org
intended audience	Teachers, Teacher Teams, School Leadership, District Leadership
purpose	The effective use of evidence of student learning is a critical component for educators engaged in an ongoing continuous improvement process. The purpose of the Smarter FAME Learning Map focused on Balanced Assessment Systems is to establish a foundation of knowledge related to the various approaches to assessment and how their integration in a classroom setting can ensure improved student learning.
learning outcomes	Through the study and use of readily available resources, within the Smarter FAME Balanced Assessment Learning Map, educators will deepen their understanding of: <ul style="list-style-type: none"> • A balanced assessment system in a classroom setting. • The three levels of a balanced assessment system (classroom, district and state) and how the resulting evidence from each is used by different users, for different uses. • The need for quality assessments within a classroom balanced assessment system.



Connecting to MICIP



Year 1: Focus will be on **assessing the needs** of the sites and building a common understanding of a balanced assessment system in preparation for implementation.

Year 1 will culminate in the creation of the **Assessment Learning and Implementation Plan**.



Years 2 and 3 will continue to identify ongoing learning/coaching needs and move into the **implementation**, **monitoring** and **evaluation** phases of the MICIP cycle.



Strategy Implementation Guides

Available Guides

- High Quality Balanced Assessment System
- Interim Assessments
- Smarter Balanced & Tools for Teachers
- Formative Assessment Process in the Classroom



STRATEGY IMPLEMENTATION GUIDE: High Quality Balanced Assessment System

This document identifies the “gold standard” for the critical components of a high-quality balanced assessment system. Connections are also made to various resources to support your work, including Michigan Assessment Consortium tools and Smarter Balanced Resources. Links to resources are provided throughout the document to assist leaders to increase understanding and to access tools to support implementation with fidelity.

Learning Point: [What constitutes a high-quality, comprehensive, balanced assessment system?](#)

CRITICAL COMPONENT: What are the essential components of BALANCED ASSESSMENT SYSTEM in a high-quality assessment system?	“GOLD STANDARD” for Implementing the Critical Component What would you see when this component is implemented well?	Supporting Resources including Independent Study & Guided Professional Learning
Component A: BALANCED ASSESSMENT SYSTEM Michigan Assessment Consortium: Balanced Assessment Systems		
Organizational support for a balanced assessment system	Policies have been instituted with supportive resources (time and budget) needed to help users understand and implement a balanced assessment system in the district.	Learning Point: How do we design assessment systems for modern learning?
	An assessment calendar, including state and local assessment windows, has been developed to inform a balanced assessment system, and communicated to all stakeholders.	Learning Moment: Jim Pellegrino: What would it take for states and districts to implement coherent and balanced assessment systems.
	An assessment inventory consisting of assessments, purpose, outcomes, uses and users has been conducted.	Learning Moment: James Pellegrino Learning Moment: Margaret Heritage and Tanya Wright Resource: 3C's Tool
Users understand the difference between the types of assessment tools	Assessment type utilizes matches the desired outcomes. <ul style="list-style-type: none"> • Achievement <ul style="list-style-type: none"> ○ Diagnostic 	Learning Point: Criterion- and norm-referenced score reporting: What is the difference?



Developed for the MI Strategy Bank – June 2021

Page | 1



Activity Planning Tools

Michigan Assessment Consortium

ACTIVITY PLANNING TOOL: Implementation of a High-Quality Balanced Assessment System

How to use this document: This tool provides guidance to districts/buildings as they work to implement a High-Quality Balanced Assessment System. Given that each district/building differs, this guidance document would require adjustment and modification dependent upon the context of the specific district/building. For example, depending on district size and organizational structure, the decision may be made to have the existing continuous improvement team manage the implementation, rather than creating a separate leadership team. The key is that planning for implementation is purposeful and intentional. These action steps would be planned for and included in a continuous improvement plan and inform ongoing budgeting and resource allocation. For additional information, visit the Michigan Assessment Consortium and the FAME webpages: www.michiganassessmentconsortium.org and www.FAME.org.

Getting Ready	Implement	Monitor the Fidelity of Adult Implementation and Student Impact	Evaluate the Fidelity of Adult Implementation and Student Impact
<p>QUESTIONS: How will we ensure READINESS for implementation? How will we ensure that staff and administrators have the KNOWLEDGE and SKILLS to implement? How will we ensure OPPORTUNITY for high quality implementation of the strategy?</p>	<p>QUESTIONS: How will we ensure HIGH QUALITY IMPLEMENTATION of the strategy? What are the activities during implementation?</p>	<p>QUESTIONS: How will we ensure the strategy is MONITORED FOR FIDELITY OF ADULT IMPLEMENTATION? How will we ensure the strategy is MONITORED FOR IMPACT ON STUDENT ACHIEVEMENT?</p>	<p>QUESTIONS: How will we ensure that the FIDELITY OF ADULT IMPLEMENTATION of the strategy IS EVALUATED? How will you ensure the strategy's IMPACT ON STUDENT ACHIEVEMENT IS EVALUATED?</p>
<p>ACTIVITY: Administration and staff have identified the implementation of a high-quality balanced assessment system as an initiative to be implemented as part of the ongoing continuous improvement process, including a timeline for implementation phases over the next 2 – 3 years.</p>	<p>ACTIVITY: Administration has included the implementation of a high-quality balanced assessment system in the district and/or building improvement plan for the next 2 – 3 years and has planned for the needed resources in the plan and budget.</p>	<p>ACTIVITY: Administration monitors the implementation of a high-quality balanced assessment system at the building and district level in order to determine modification in the continuous improvement plan to ensure ongoing support for the initiative to sustain the efforts.</p>	<p>ACTIVITY: Administration conducts a focused program evaluation of the implementation and impact of the high-quality balanced assessment system at the building and district level in order to determine modification in the continuous improvement plan to ensure ongoing support for the initiative to sustain the efforts and or to modify implementation.</p>
<p>ACTIVITY: Leadership: Administration and/or staff have completed a District/Building needs assessment to determine "current reality" as to readiness for implementation, considering the critical components of a high-quality balanced assessment system and the conditions for successful implementation. (INSERT LINK to BAS Strategy Guide)</p>	<p>ACTIVITY: Leadership has conducted the needs assessment and convened the staff and administration to determine strengths and challenges in the current system for the implementation of a high-quality balanced assessment system in order to determine action steps to address the challenges and barriers while building upon strengths.</p>	<p>ACTIVITY: Leadership has addressed the identified challenges and provided in a timely manner the needed resources as evidenced by budgets, purchases, and the continuous improvement plan action steps.</p>	<p>ACTIVITY:</p>

Developed for the **Strategic Bank** – June 2021
 Template designed by Ben **Strategic Bank**, School Improvement Consultant at Kent ISD/modified by Lisa **Strategic Bank**, School Improvement Consultant at Macomb ISD

Available Planning Tools

- High Quality Balanced Assessment System
- Interim Assessments
- Smarter Balanced & Tools for Teachers
- Formative Assessment Process in the Classroom



Assessment Learning and Implementation Planning (ALIP)

- By the end of the first year, each site will develop an Assessment Learning and Implementation Plan (ALIP) with the assistance of the MAC-provided Learning Facilitator.
- This planning tool will inform the action steps and budget needed for implementation and make connections to integrate the ABCA program work into the continuous improvement process and funding cycle.

Michigan Assessment Consortium

ACTIVITY PLANNING TOOL: [Enter specific strategy name here]

How to use this document: This tool provides a structured planning format for buildings/districts to strategically determine the action steps for implementation of a specific strategy or initiative in their district/building as part of the continuous improvement process. Designation of the stages of implementation with specific action steps as well as identification of the individuals responsible for each action step helps to provide a detailed road map for implementation. Considering the actions needed in each of the phases, especially when working with the team of individuals that will be helping to lead the implementation, helps to create understanding and ownership of the action plan that will be undertaken prior to the launch. Planning for monitoring and evaluating at the onset helps to ensure follow through and implementation with fidelity. This tool can be used in concert with a Strategy Implementation Guide for the identified strategy.

Getting Ready	Implement	Monitor and Adjust the Fidelity of Adult Implementation and Student Impact	Evaluate the Fidelity of Adult Implementation and Student Impact
<p>QUESTIONS: How will we ensure READINESS for implementation? How will we ensure that staff and administrators have the KNOWLEDGE and SKILLS to implement the strategy? How will we ensure OPPORTUNITY for high quality implementation of the strategy?</p> <p>POSSIBLE ACTIVITIES:</p> <ul style="list-style-type: none"> Identifying scale of implementation, including first practitioners Creating stakeholder understanding of the need and shared vision and purpose for the strategy; understanding of how the strategy integrates with current work Designing initial and long-term professional learning for staff and administrators Creating a Strategy Implementation Guide, including identifying the "non-negotiables" of strategy implementation Purchasing materials Employing staff Removing barriers to implementation Identifying and ensuring reliability of data systems for monitoring implementation fidelity and impact. 	<p>QUESTIONS: How will we ensure HIGH QUALITY IMPLEMENTATION of the strategy? What are the activities during implementation?</p> <p>POSSIBLE ACTIVITIES:</p> <ul style="list-style-type: none"> Providing coaching to support implementation Implementing instructional rounds Implementing Tier 1, Tier 2 and/or Tier 3 Activities Implementing a Behavioral Support Program Implementing relevant Whole Child activities Incorporating technology Implementing parent involvement activities Implementing community engagement activities Identifying and collecting evaluation data that will be used to monitor and adjust implementation 	<p>QUESTIONS: How will we ensure the strategy is MONITORED FOR FIDELITY OF ADULT IMPLEMENTATION? How will we ensure the strategy is MONITORED FOR IMPACT ON STUDENT ACHIEVEMENT?</p> <p>POSSIBLE ACTIVITIES:</p> <ul style="list-style-type: none"> Identifying the monitoring mechanism(s) and protocol(s) to collect implementation fidelity and impact data Implementing interim target monitoring system(s) Identifying walkthroughs/hearing walk monitoring process Structuring PLC/CAE meetings to review implementation and impact data and possibly make adjustments Communicating monitoring data with staff Using evaluation data to support or enhance implementation 	<p>QUESTIONS: How will we ensure that the FIDELITY OF ADULT IMPLEMENTATION of the strategy is EVALUATED? How will you ensure the strategy's IMPACT ON STUDENT ACHIEVEMENT is EVALUATED?</p> <p>POSSIBLE ACTIVITIES:</p> <ul style="list-style-type: none"> Analyzing and summarizing strategy implementation data Analyzing and summarizing end target data Utilizing data to enhance implementation Utilizing data to enhance student impact strategies
ACTIVITY:	ACTIVITY:	ACTIVITY:	ACTIVITY:

Developed for the Macomb County Bank - June 2021
Template designed by Ben Boerkoel, School Improvement Consultant at Kent ISD/modified by Lisa Guzzardo Asaro, School Improvement Consultant at Macomb ISD

Page | 2

Evaluate the Fidelity of Adult Implementation and Student Impact			
ACTIVITY:			
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This template is one example of an implementation process to help guide district and school collaborative planning for strategy implementation. Monitoring and evaluation activities for schools inform the district evaluation process embedded in the MICIP platform.



Activity



At your table...

- Review and see what is there...
- How might you use these resources in your own context?
- What resources, that you might need, are missing?
- Review where are these items located on the MAC Website?



ABCA 2023-2024

To learn more about both ABCA programs visit the event pages at:

[ABCA LEA](#)



[ABCA ISD](#)







The assessment learning network is a unique concept that:

- Is supported by the Michigan Assessment Consortium (MAC) and the Michigan Department of Education
- Brings together the leadership from Michigan's professional education associations, ISDs/ESAs, policy organizations, and more.
- Offers regular engagements where diverse education leaders learn together about the power of assessment to support the development of our students, their educators and our state.



Purpose

The **Assessment Learning Network (ALN)** is a professional learning community open to educators and policymakers committed to improving student learning through effective use of high-quality, balanced assessment systems.

The goal of the ALN is to **increase assessment literacy** among professional educators and of those who make policy decisions regarding K-12 education.

Through engagement and shared perspectives, this learning community invests in Michigan's children and educators by using assessment to cultivate capable learners.



Activity Resources

Website Tour

- Learning Moments
- Learning Points
- ALN Event Pages

What would you like to see?



Upcoming 2023-2024 ALN Season

Rick Stiggins—October 20, 2023 In Person at the University Club 11:30 am – 3:30 pm

Building Competent, Confident Learners - Implications for Students, Parents, and Educators

Bryan Goodwin—January 11, 2024 Virtual 1:00 pm – 3:30 pm

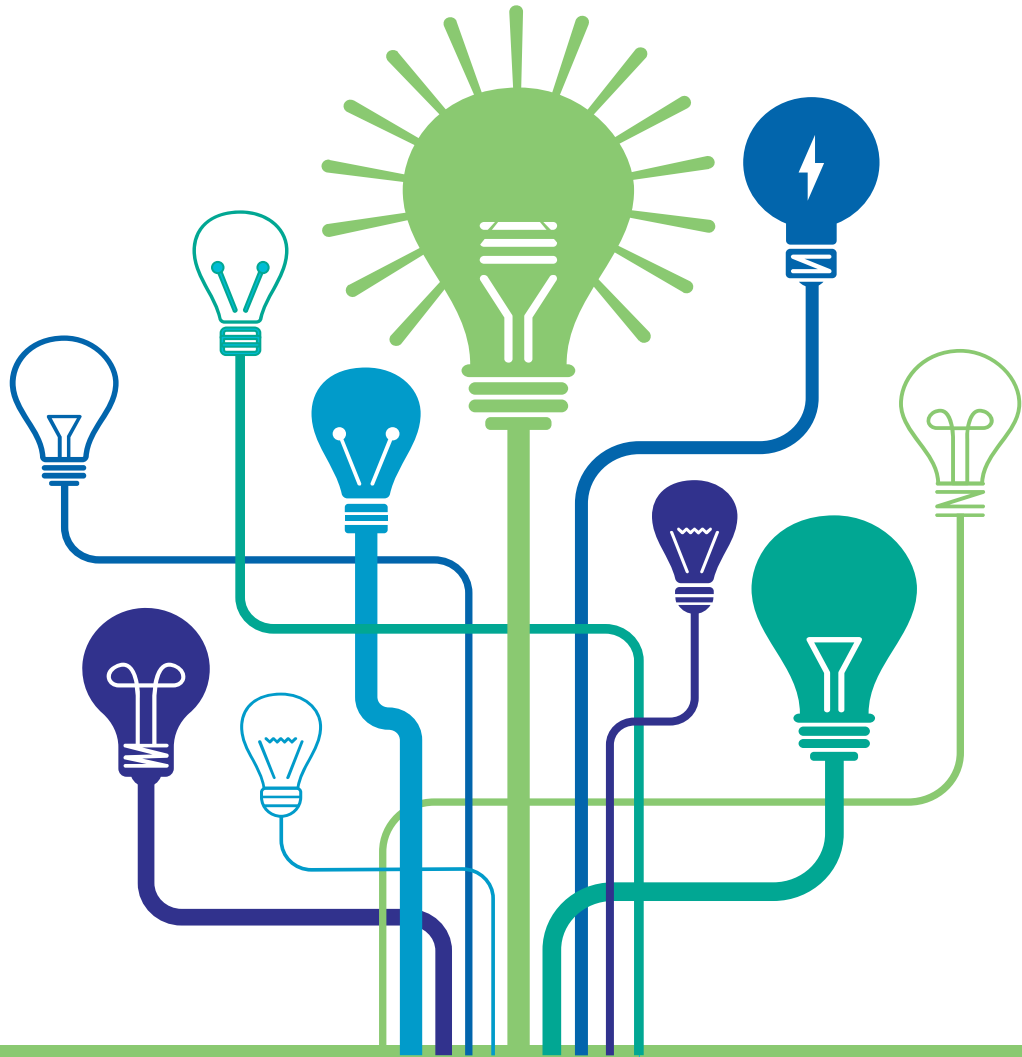
Quality Assessment through Effective Instruction—Say What?

Valerie Shute—February 22, 2024 Virtual 1:00 pm – 3:30 pm

Technology and Assessment—The Perfect Pairing

Heather Vaughan-Southard, Nafeesah Symonette, Ellen Vorenkamp, & Tara Kintz—
April 17, 2024 In person at the University Club 11:30 am – 3:30 pm

Learning in the Intersection of Formative Assessment, Social Emotional Learning and Culturally Responsible Teaching



Break and Dessert



Building a Better Assessment Future



Purpose

- Building a Better Assessment Future conference is where we will ***dare to dream*** about an assessment system that supports all learners and step together into ***a future that starts today!***
- This in-person event on the beautiful MSU campus will feature **keynote addresses** by respected researchers and experts (see list below) that “dare us to dream” about research-supported assessment systems and practices that will truly support learning and inspire us to actions that build a **better assessment future.**
- Featured Presenters for 2023:
 - Susan Brookhart
 - Margaret Heritage
 - James Pellegrino
 - Steven Snead
 - Caroline Wylie



Outcomes

Explore and expand knowledge and understanding on the following:

- New research on cognitive science and implications for our assessment systems and practices
- Ambitious teaching and formative assessment
- Aligned curriculum, assessment, and reporting practices that promote 21st century skills
- How assessment contributes greater equity in education



Resources

This is the third year of the BBAF Conference—See the Postcards on your tables.
There are numerous resources available from Conference Years 1 and 2...

BBAF Your Way

- Review and see what is there...
- How might you use these resources in your own context?



Upcoming Date

Registration Information



bit.ly/BBAF-2023



Building a Better Assessment Future

EAST LANSING, MI • AUGUST 2023

August 2nd & 3rd



ALI Purpose

Help participants, typically individual teachers who are newer to the educational field, develop the conditions and capacity (self-efficacy, skill, and will) to promote the core principles of quality assessment practices and accelerate student learning.



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

Session Objectives: Through the examination and integration of:

1

Assess

Pre-assessment Practices

2

Balanced Assessment Systems in the classroom setting

Quality, Instructionally Embedded Modes of Assessment (IEAs), and

3

The For

classroom

4

Student

Authentic Performance Assessments

the process, and

5

Accurate; High Quality Summative Assessment Development and Use



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



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?



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





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?



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Assessment Literacy Standards A NATIONAL IMPERATIVE



BRIEF // WINTER 2020



Michigan Assessment Consortium
Improve learning.
Increase success.





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

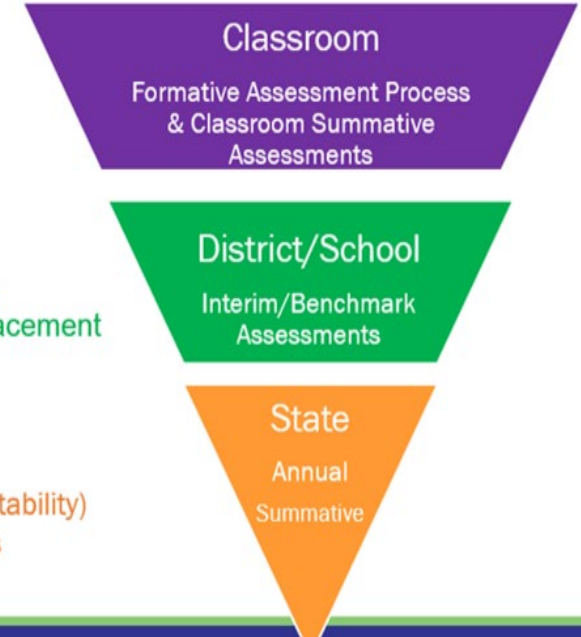
- Monitor/Adjust Instruction
- Inform students and parents about learning progress

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





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



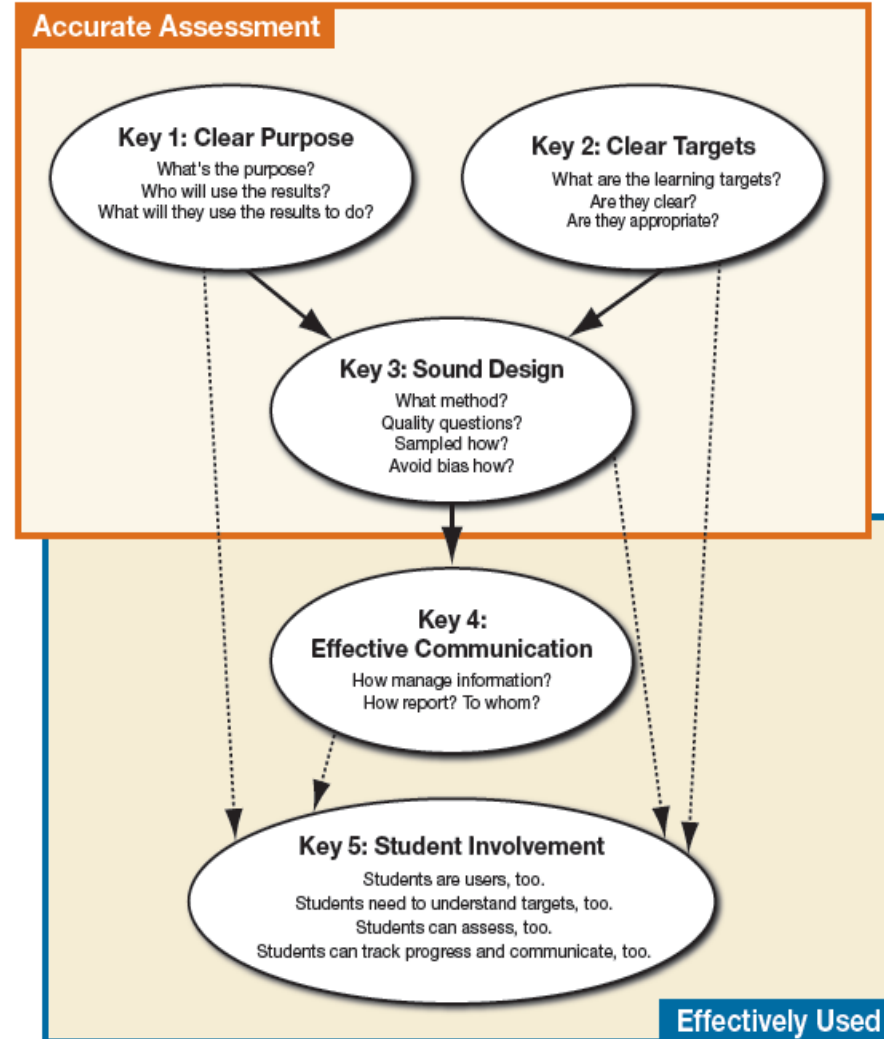
Learning Point: What is summative assessment and how can it be used in the classroom?



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



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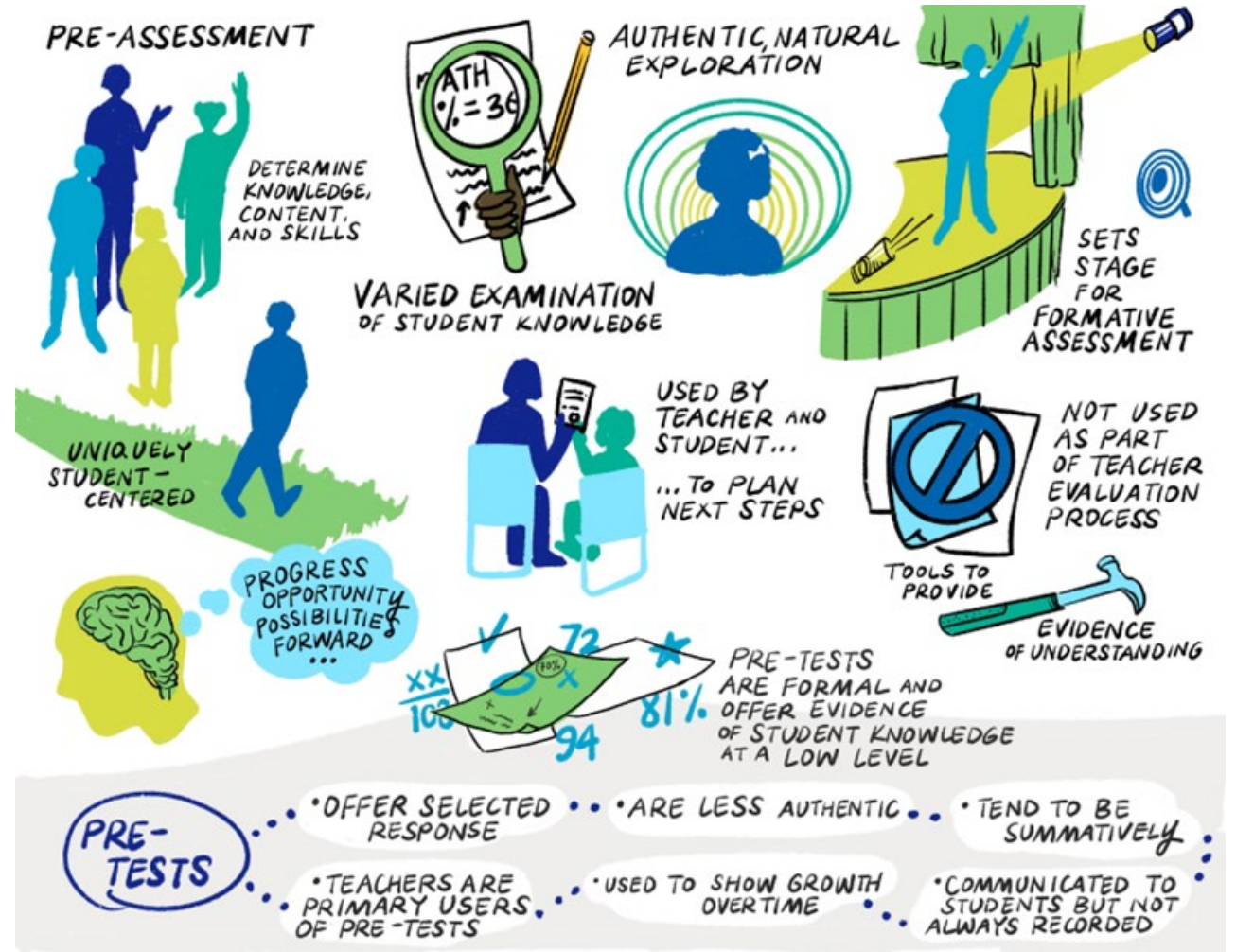




Pre-Assessment

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



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





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](#)



Instructionally Embedded Modes of Assessment

				
Selected Response	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	



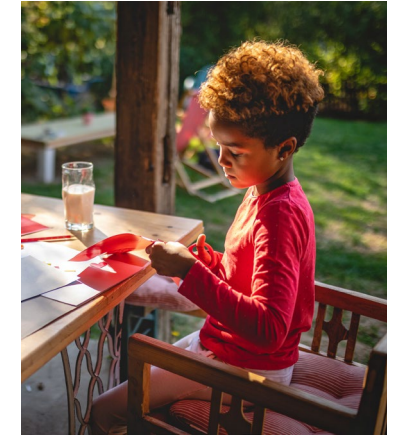


Performance Assessment

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.

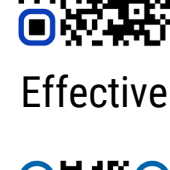
The products of performance assessment can be of many types. They also typically require a checklist, a rubric, or some manner for scoring students' responses to them.



Additional Resources:



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



Effective Feedback (animated video)



Resources from (Jay) McTighe &
Associates Consulting





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?



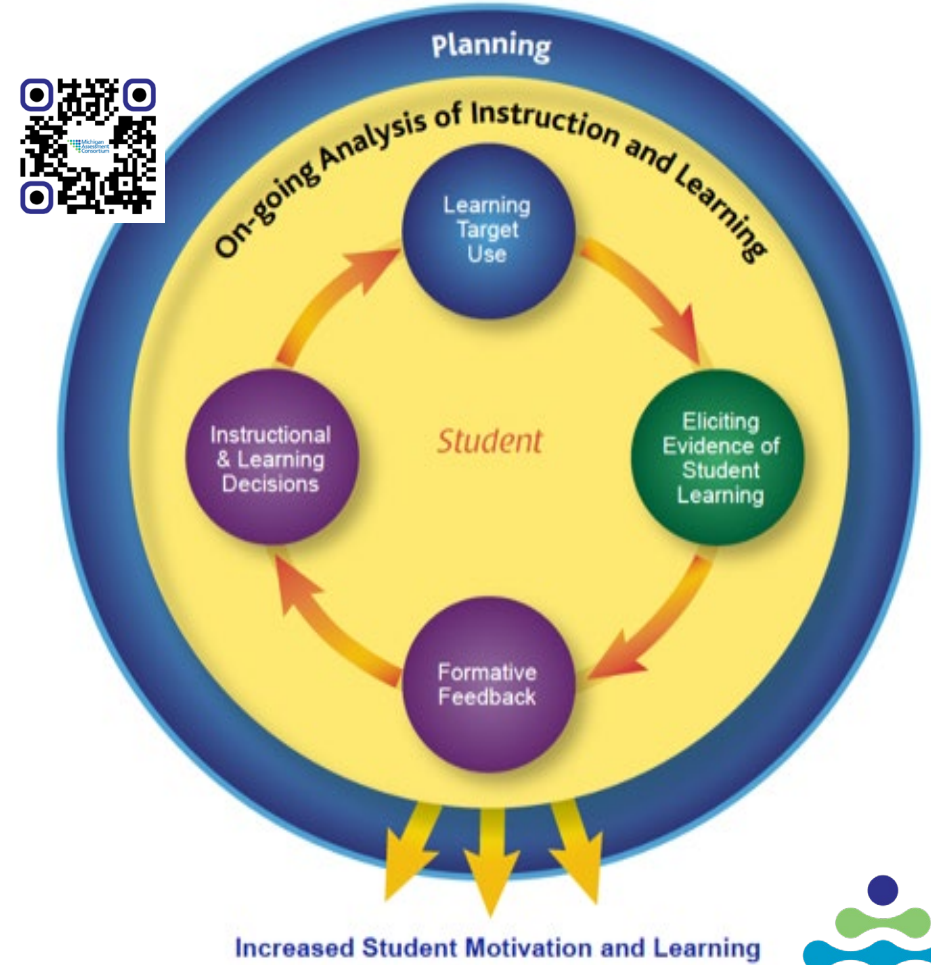
Learning Point: Formative assessment(s) or formative assessment? The “s” makes a difference



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?





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 Feedback Look Like?

Formative Feedback...

- ✓ Relates to learning targets & success criteria
- ✓ Identifies strengths and areas for growth
- ✓ Is Timely - can used to improve progress
- ✓ Must be Descriptive – specific, can be in the form of questions
- ✓ Must be Actionable – concrete information on next step(s)

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)



Student Engagement in Assessment

Definition:

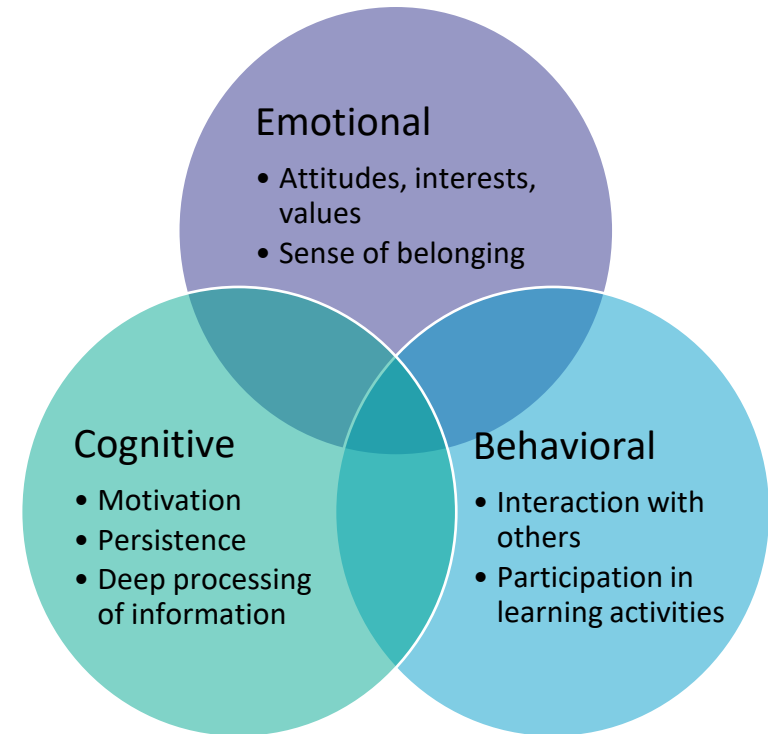
“Student engagement includes emotional investment in learning as well as focused cognitive effort toward learning.”

–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

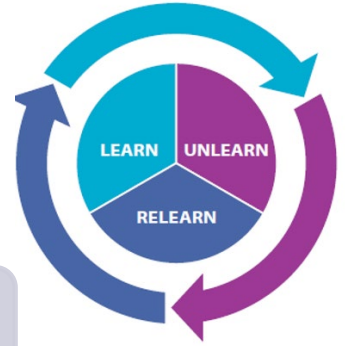
Learning Point: What is learner agency?



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



Integrating Activity



Choose

- Choose the topic of your choice; beginning at the table where you sat.

Explore

- Explore the topic using MAC Assessment Nuggets and QR Codes.

Discuss

- Discuss, with others at your table, key or resonating ideas/thoughts.

Share

- Share what you Learned, Relearned, and/or Unlearned about that topic.

Debrief

- Debrief with whole group.

Rotate

- Rotate if time allows.



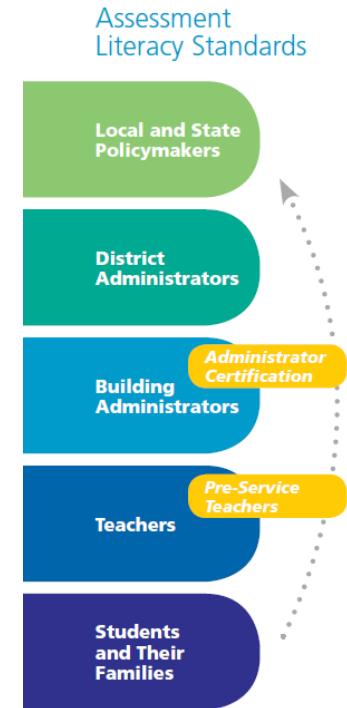
Dates/Times

Registration Information



bit.ly/ALI-2023

ASSESSMENT LEARNING INSTITUTE—2023-2024 SCHEDULE				
Date	Time	Location	Topic	SCECHs
9.23.23 Or 9.30.23	8:00 am – 3:00 pm	in-person	ALI kick-off session Deepen understanding of key classroom assessment practices and concepts.	6.5
10.24.23	9:00 am – 12:00 pm	virtual	ALI Session: Effective use of pre-assessment tools	2.75
12.12.23	9:00 am – 12:00 pm	virtual	ALI Session: Instructionally embedded modes of assessment (IEA)	2.75
2.6.24	9:00 am – 12:00 pm	virtual	ALI Session: Use of authentic performance assessments, with an emphasis on alignment to prioritized standards	2.75
4.16.24	9:00 am – 12:00 pm	virtual	ALI Session: Use of quality formative feedback based on clear success criteria	2.75
11.7.23 1.09.24 3.12.24 5.14.24	4:30 pm – 6:00 pm	virtual	Talk Back Sessions*: ALI participants do the talking here! Recall last session highlights, then bring your ideas, questions, clarifications, and tips for implementing in <i>your</i> context.	7.5
10.26.23 12.14.23 2.8.24 4.18.24	By appointment 3 – 5:30 p.m.	virtual	Optional Office Hours: Time to meet with ALI faculty, discuss next steps, and align resources to support work.	none
*Michigan Education Association contributes strategies during Talk Back Sessions to build support for innovators.			Total: 25 SCECHs	



Assessment Literacy necessary for all stakeholders in the ecosystem that is education



MAC Alignment Project

Goal: Align MAC Resources to the ALS to deepen educator understanding and implementation of these standards and resources to improve student learning and achievement!

The tool aligns MAC Developed Resources to three ALS categories:

1. Dispositions
2. Knowledge
3. Performance(s)

Each Assessment Literacy Standard is delineated for each user group for ease of use and easy accessibility!

Assessment Literacy Standards	Dispositions	ALS LETTER	Teacher	Building Admin	District Admin	Resource Type	Resource Name	Tiny Url (Ed)	MAC Media Library Link	Category on Table of Contents
Disposition B: T: An effective assessment system must balance different purposes for different users and use varied methods of assessment and communication.	Disposition	B	X			Learning Point	Start with purpose when choosing assessments.	https://tinyurl.com/ygmt8hh7	https://www.michiganassessmentconsortium.org/wp-content/uploads/2017_May_ChoosingAssessments.pdf	Balanced Assessment Systems
			X			Learning Point	Purposes for and Essential Characteristics of Interim Assessment	https://tinyurl.com/m/hn8ry8c	https://www.michiganassessmentconsortium.org/wp-content/uploads/2019_January_INTERIM_ASSESSMENT_CHART-REV.pdf	Balanced Assessment Systems
			X			Learning Point	What Constitutes a high-quality, comprehensive, balanced assessment system?	https://tinyurl.com/m/yap8f3x4	https://www.michiganassessmentconsortium.org/wp-content/uploads/3-Dec16-2016_Dec_ALN-LEARNING_POINT_BALANCED-2.pdf	Balanced Assessment Systems
			X			Learning Point	What do we mean by Interim/Benchmark Assessments?	https://tinyurl.com/m/2recp7pn	https://www.michiganassessmentconsortium.org/wp-content/uploads/2017_Feb_BenchmarkAssessments_REV-2019.pdf	Balanced Assessment Systems
			X			Learning Point	What is summative assessment and how can it be used in the classroom?	https://tinyurl.com/m/yhxw79nk	https://www.michiganassessmentconsortium.org/wp-content/uploads/2019_May_WHAT-ARE-SUMMATIVE-ASSESSMENTS3.pdf	Balanced Assessment Systems
			X			Learning Point	What are diagnostic assessments?	https://tinyurl.com/m/2xw22e8w	https://www.michiganassessmentconsortium.org/wp-content/uploads/2017_Dec_DIAGNOSTIC-ASSESSMENTS3-1.pdf	Balanced Assessment Systems
			X			Learning Point	What conditions are necessary for successful implementation of formative assessment?	https://tinyurl.com/m/y8amukep	https://www.michiganassessmentconsortium.org/wp-content/uploads/2018_May_Conditions_Necessary_for_Implementation_0.pdf	Formative Assessment
			X			Learning Point	How do students with disabilities participate in state and district assessments?	https://tinyurl.com/m/y6kdrnql	https://www.michiganassessmentconsortium.org/wp-content/uploads/LP-STUDENTS-WITH-DISABILITIES-PARTICIPATION.pdf	Accountability
			X			Learning Point	Performance Assessment - What is it and why is it useful?	https://tinyurl.com/m/y9c6p3gq	https://www.michiganassessmentconsortium.org/wp-content/uploads/Oct2017_ALN-LearningPoint_Performance-Assessments-1.pdf	Balanced Assessment Systems
							Learning	Performance Assessment in the visual arts	https://tinyurl.com/	https://www.michiganassessmentconsortium.org/wp-



Many standards are aligned to more than one role.

Assessment Literacy Standards	Dispositions	ALS LETTER	Teacher	Building Admin	District Admin	Resource Type	Resource Name	Tiny Url (Ed)	MAC Media Library Link	Category on Table of Contents
Disposition C: T, BA, and DA: When assessment is done correctly, the resulting data can be used to make sound educational decisions.	tion		X	X	X	Learning Point	What Fundamental understandings are necessary for assessment literacy?	https://tinyurl.com/y9sy57ye	https://www.michiganassessmentconsortium.org/wp-content/uploads/2018_Nov_FUNDAMENTAL_UNDERSTANDINGS_ASSESSMENT_LITERACY-3.pdf	Assessment Literacy
			X	X	X	Learning Point	How do we design assessment systems for modern learning?	https://tinyurl.com/yx6aw9tn	https://www.michiganassessmentconsortium.org/wp-content/uploads/LP-ASSESSMENT-FOR-MODERN-LEARNING.pdf	Balanced Assessment Systems
			X	X	X	Learning Point	How might collaboration create a state of Assessment Literacy?	https://tinyurl.com/ybjbqqr9	https://www.michiganassessmentconsortium.org/wp-content/uploads/10-Oct-2017_ALN-LearningPoint_How-Might-Collaboration-1.pdf	Assessment Literacy
			X	X	X	Learning Point	Planning: What role does it play in the formative assessment process?	https://tinyurl.com/y88sqgkn	https://www.michiganassessmentconsortium.org/wp-content/uploads/2018_Nov_ROLE_OF_PLANNING_IN_ASSESSMENT-3.pdf	Formative Assessment
			X	X	X	Learning Point	What is gathering evidence of students understanding?	https://tinyurl.com/y3dodv8k	https://www.michiganassessmentconsortium.org/wp-content/uploads/LP-3.2-GATHERING-EVIDENCE-STUDENT-UNDERSTANDING.pdf	Formative Assessment
			X	X	X	Learning Point	What are Teacher Questioning Strategies?	http://tinyurl.com/wu5lzok	https://www.michiganassessmentconsortium.org/wp-content/uploads/LP_TEACHER-QUESTIONING-STRATEGIES_1.pdf	Formative Assessment
			X	X	X	Learning Point	What is skillful use of questions?	https://tinyurl.com/qwoh533	https://www.michiganassessmentconsortium.org/wp-content/uploads/LP-SKILLFUL-USE-OF-QUESTIONS-1.pdf	Formative Assessment
			X	X	X	Learning Point	What are adjustments to teaching?	https://tinyurl.com/y36wsz67	https://www.michiganassessmentconsortium.org/wp-content/uploads/LP-ADJUSTMENTS-TO-TEACHING.pdf	Formative Assessment
			X	X	X	Learning Point	What is student self-assessment?	https://tinyurl.com/y9xr1pt	https://www.michiganassessmentconsortium.org/wp-content/uploads/LP-SELF-ASSESSMENT.pdf	Formative Assessment
			X	X	X	Learning Point	What is summative assessment and how can it be used in the classroom?	https://tinyurl.com/yhxw79nk	https://www.michiganassessmentconsortium.org/wp-content/uploads/2019_May_WHAT-ARE-SUMMATIVE-ASSESSMENTS3.pdf	Balanced Assessment Systems
			X	X	X	Learning Point	How do we design assessment systems for modern learning?	https://tinyurl.com/yx6aw9tn	https://www.michiganassessmentconsortium.org/wp-content/uploads/LP-ASSESSMENT-FOR-MODERN-LEARNING.pdf	Balanced Assessment Systems



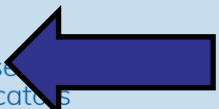

Additional Learning Opportunities



MAC Engagements in 2023-24

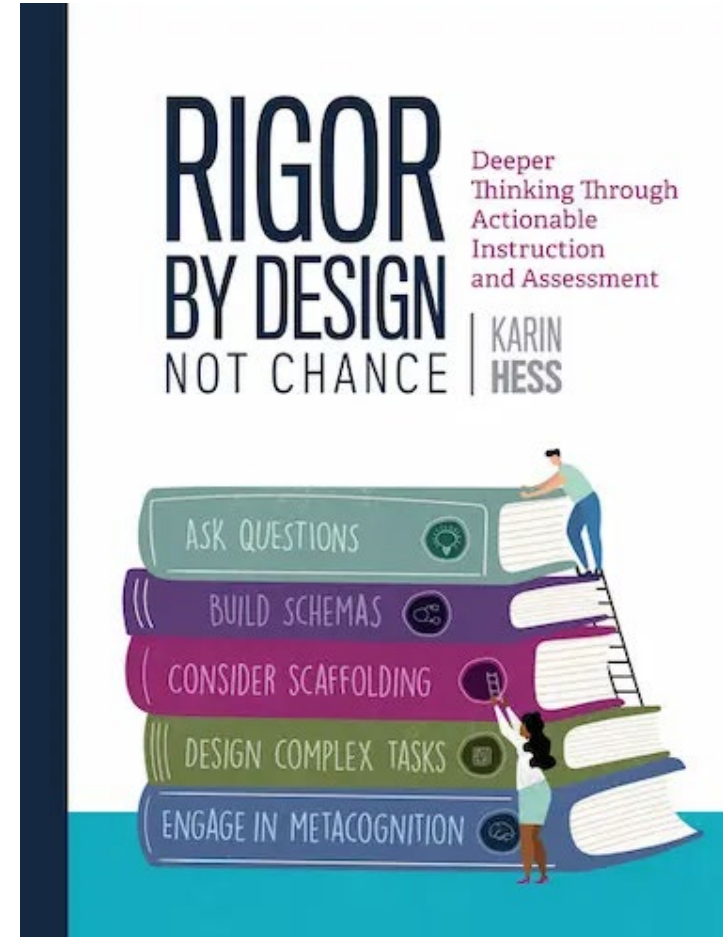
All stakeholders contributing to education need to be assessment literate to ensure growth and achievement happens for all of our learners

link for all programs:
<http://bit.ly/3mqF88V>

	Everyone	Teachers	District Teams	ISD's	Assessment Facilitators	Engagement 	Asynchronous PL Resources
BBAF Building a Better Assessment Future	●					Conference	Assessment Learning Modules: self-paced modules based on the Assessment Literacy Standards for teachers, administrators, policymakers, and students and their families.
ALN Assessment Learning Network	●					Network with topical expert presentations	
MAC Reads 	●					Annual statewide book study	
ALI Assessment Learning Institute		●				Institute	Common Assessment Development Modules: self-paced modules will help you to learn how to create and use common assessments, step-by-step.
MiPAC Michigan Performance Assessment Cohort		●		●		R & D Project (performance assessments)	A Vision of Excellence in Assessment: A webinar series with Rick Stiggins.
FAME Formative Assessment Michigan Educators 		●		●	●	3-year program coach & learning team model based in LEA's	MAEIA EduPaths Courses: Self-paced courses to help assess students in the arts, evaluate their arts program, and demonstrate professional practice.
FAME Arts Learning Team		●				3-year program learning team statewide	
MALFA Michigan Assessment Facilitators Association 				●	●	Association/Network – 4 meetings resource sharing & development	MAEIA Video Modules: Self-paced video modules on how to use MAEIA resources and tools for arts education.
ABCA/LEA's Achieving Balance in Classroom Assessment			●			2-year program – supported with CIP	<i>Both MAEIA resources above would be for arts educators, administrators, organizations, schools, and districts effectively.</i>
ABCA/ISD's				●		2-year program – think train the trainer to serve constituent districts	

March 2024

- What is rigor? Does it just mean more or harder work for everyone? Or could the answer go deeper? In *Rigor by Design, Not Chance: Deeper Thinking Through Actionable Instruction and Assessment*, veteran educator Karin Hess lays out a clear vision of what makes learning rigorous and offers a systematic and equitable approach for engaging students in rich learning tasks with just five key moves.





Michigan Assessment Literacy Facilitators Association

Mark your Calendars

November 2, 2023 9:00 - 12:00 Hybrid

February 15, 2024 7:30 – 9:00 am
In Person Breakfast at the MSTC

May 2, 2024 9:00 – 12:00 Hybrid



MALFA

Michigan Assessment Literacy
Facilitators Association



FAME

- FAME Project Accepting New Coach Applications for 2023-2024 The Formative Assessment for Michigan Educators (FAME) project is entering its sixteenth year.
- FAME is seeking interested educators who would like to lead a local learning team of teachers to explore, implement, and reflect on the formative assessment process.
- For more information on the FAME project and access to the online application go to <https://www.surveymonkey.com/r/FAMENewCoachSpring2023> The application is also available on the FAME public website <http://famemichigan.org>
- The deadline to apply is Friday, May 5, 2023.
- If you have any questions, contact Kimberly Young, Michigan Department of Education, Office of Educational Assessment and Accountability, by email at youngk1@michigan.gov or by phone at 517-712-8442.





Asynchronous Offerings

Assessment Learning Modules:

Self-paced modules based on the Assessment Literacy Standards for teachers, administrators, policymakers, and students and their families.

Common Assessment Development Modules:

Self-paced modules will help you learn how to create and use common assessments, step by step.

A Vision of Excellence in Assessment:

An interactive webinar series featuring assessment expert Rick Stiggins, who provides practical guidance to improve planning, practice and district assessment systems designed to support and advance student learning.

MAEIA EduPaths Courses:

Self-paced courses to help educators assess students in the arts, evaluate their arts program, and demonstrate professional practice.

MAEIA Video Modules:

Self-paced modules on how to use MAEIA resources and tools for arts education.

Both MAEIA resources listed would be effective for arts educators, administrators, organizations, schools, and districts



Resources for today's event

Event Page on the MAC Website lists links to today's PowerPoint and handout(s)



qr.codes/xBUQ7S



Adjourn!



Thanks for spending your afternoon with us!