2021-2022 Session Schedule

As we move forward from a year of disrupted learning, the Michigan Assessment Consortium (MAC) is committed to helping educators leverage assessment to achieve equitable access and outcomes for all students. We've planned five engagements during the 2021-22 season of the Assessment Learning Network (ALN) that focus on assessment that is the most relevant to students' efforts to increase their own learning.

Note: All sessions except the April session are all-virtual engagements.

Schedule at a glance:

1. Oct 7, 2021 – *Assessment to Promote Deeper Learning: How strong foundations engage students and propel their learning,* with Jay McTighe
2. Nov 9, 2021 – *Choreographing Connections with SEL: Assessment in the Arts Reveals a Path to Developing Capable Learners,* with Heather Vaughan-Southard, Ed Roeber
3. Jan 18, 2022 – *Four Assessment Capabilities: What they are and why our children would want their teachers to have them,* with Jill Willis and colleagues
4. March 10, 2022 – *How does the formative assessment process support ambitious teaching, and vice versa?* with Margaret Heritage and Caroline Wylie
5. April 8, 2022 – *Leveraging the Power of Formative Feedback: Using Peer and Self-Assessment to Promote Meaningful Student Engagement,* with FAME Leads and Coaches

Session #1

Assessment to Promote Deeper Learning: How strong foundations engage students and propel their learning

Featured Presenter: Jay McTighe, *author of Assessing Student Learning by Design*

October 7, 2021
4:00-6:30

REGISTRATION LINK

Session Description

In our first ALN session of 2020-21, Jay McTighe will tackle the topic of understanding what and how to assess in a way that propels learning. Returning to school post-pandemic and using assessment to support and promote learning requires two things:

1. prioritizing the curriculum to focus on the outcomes that matter most, and
2. planning the curriculum, instruction, and accompanying assessment approaches designed to engage students in deeper learning that endures.

This session challenges us to consider, "Are we defining learning loss correctly?" Jay then supplies a framework for classroom teachers to use that delineates assessment methods designed to produce the kind of evidence students and their teachers need to support, promote, and achieve learning that lasts.

Questions Framing this Session

1. How should we be defining the problem of uneven opportunities to learn as a result of COVID-19?
2. How can we plan to use classroom assessment methods to achieve deeper learning that lasts vs. trying to simply "catch up" or remediate the learner?
3. What framework will support a teacher's planning, understanding, and implementing of assessment methods and choices designed to support and promote student learning?

Session #2

Choreographing Connections with SEL: Assessment in the Arts Reveals a Path to Developing Capable Learners

Featured Presenters: Heather Vaughan-Southard, *Professional Learning Director, Michigan Arts Education Instruction and Assessment (MAEIA) project,* Ed Roeber, *Assessment Director, MAC,* with other MAC contributors.

November 9, 2021
Time 4-6:30

REGISTRATION LINK

Session Description:

How might we better understand the intersection of social-emotional learning and assessment practices and approaches designed to support learning? How might this knowledge contribute to a student's ability to become a capable learner? This ALN session will explore some of what the Michigan Assessment Consortium has discovered in its quest to answer these questions through investigations in the context of the arts.

Eighteen months of learning during a pandemic has heightened our awareness of social emotional learning and well-being. The learning disruptions we've experienced have exacerbated existing inequities in society and in our schools. The arts reinforce the importance of the Whole Child approach to education and have provided immediate, important, and authentic connections and illustrations for teaching and assessing in ways that explicitly address the five core competencies of SEL.

Questions Framing this Session

1. How does engagement with the creative process and the disciplinary demands of the arts intersect with the five core competencies of SEL?

2. What are the assessment practices and approaches that support development of capable learners – in the arts and other disciplines?

3. How can we use assessment in a culturally responsive manner to support the social-emotional development of learners?

Session #3

Four Assessment Capabilities: What they are and why our children would want their teachers to have them

Featured Presenters:

Jill Willis, *Associate Professor,* _Queensland University of Technology_ *(Australia)*

Bronwen Cowie, _Associate Dean Research, University of Waikato_ *(New Zealand)*

Christine Harrison, _Professor in Science Education, King's College London_ *(England)*

Chris DeLuca, *Associate Dean and Classroom Assessment Research Team (CART) lead researcher,* _Queen's University_ *(Ontario)*

January 18, 2022
4:00-6:30

REGISTRATION LINK

Session Description

If our skillful use of assessment is the lever to support all children to become capable learners, then what are the assessment capabilities our practicing teachers must have from day one? Research colleagues, Jill Willis, Bronwen Cowie, Christine Harris, and Chris DeLuca are interrogating the approaches to assessment capability in four countries—Australia, Canada, New Zeeland, United Kingdom— from the perspective of preservice teachers. They have identified how each country both differs and is similar in policy; they also have described four assessment capabilities they think are important. This special ALN session will feature an introspective look at the differences in assessment cultures across four countries to propose four shared assessment capabilities worth developing among our teachers.

Questions Framing this Session

1. What are the differences and similarities in assessment cultures across the four countries contributing to the study?

2. What does research suggest related to the assessment capabilities teachers need for effective practice?

3. What are the implications for institutions providing preservice preparation and in-service professional learning?

Session #4

How does the formative assessment process support ambitious teaching, and vice versa?

Featured Presenters:

Margaret Heritage, *Independent Consultant and internationally recognized expert in formative assessment*

Caroline Wylie, *Principal Research Scientist/Research Directo, Learning Teaching and Assessment Center at ETS*

March 10, 2022
Time 4:00 – 6:30

REGISTRATION LINK

Session Description

Today, education requires students to think for themselves—critically, creatively, and metacognitively. Teaching that focuses solely on presenting information for students to passively acquire, a transmission model, is no longer fit for purpose. Instead, ambitious teaching that involves students as active participants in rich and authentic tasks, in disciplinary discourse practices, and in becoming agents in their own learning is essential to achieving contemporary educational goals.

Assessment, too, must play a part supporting ambitious teaching, in particular the process of formative assessment, which is concerned with the here and now of teaching and learning. Formative assessment is characterized by a shared understanding of learning goals, eliciting students' thinking as they are engaged in learning, and taking action to keep learning moving forward.

In this session, we will explore the reciprocal relationship of ambitious teaching and the formative assessment process, and how each one supports the other to achieve valued educational goals for all students.

Framing Questions

1. How can ambitious teaching and integrated formative assessment support every student to reach valued educational goals?

1. How does ambitious teaching and the formative assessment process support students to become agents in their own learning?

2. How can teachers be assisted to develop and deepen their knowledge and skills to implement ambitious teaching and formative assessment to benefit all students' learning?

Session #5

Leveraging the Power of Formative Feedback: Using Peer and Self-Assessment to Promote Meaningful Student Engagement

Featured Presenters

John Lane, *MAC, Formative Assessment for Michigan Educators (FAME) Research & Development Team (R & D)*

Tara Kintz, *MAC, FAME R & D Team*

Ellen Vorenkamp, *MAC Board Member, FAME Lead, Assessment Consultant, Wayne RESA*

Kristy Walters, *FAME Lead, Formative Assessment and Instructional Coach, Corunna Public Schools*

Kelly Rowe, *Teacher, Corunna Public Schools*

Robyn Lentz, *Teacher, Corunna Public Schools*

April 8, 2022

University Club (hybrid session to include face-to-face and remote)

9:30 – 3:00

REGISTRATION LINK

Session Description

Many educators are interested in learning more about the power of formative feedback for students via peer and self-assessment. This interest stems from the fact that quality peer and self-assessment have many lasting benefits. Students who can accurately peer assess are more likely to demonstrate improved academic performance across different grade levels and subject areas (Harris & Brown, 2013) and to take greater responsibility for their own learning (Cyboran, 2006). Peer and self-assessment help initiate a cycle of motivation and engagement in which students become more proficient with their skills, more competent in their learning, and more confident in their ability to peer and self-assess.

Peer and self-assessment also promote student success by helping them accurately reflect on their own performance as they learn. Students see how well they are doing and understand what they need to do to improve their performance or to achieve the learning target. These students can also reflect on the work of peers, and if asked, can provide useful feedback to peers that will assist them as well. Therefore, peer and self-assessment are important for students' self-directed learning and study skills, which in turn motivates them to engage more deeply in their own learning. And yet, despite the interest, enthusiasm, and evidence of effectiveness, peer and self-assessment are not common features of most classrooms, and teachers report less use of these processes during instruction.

With this framing context in mind, this ALN session engages practitioners and assessment specialists in exploring the benefits and challenges of engaging students as resources for themselves and each other through peer and self-assessment. The presenters of this ALN

session will analyze research, highlight professional learning resources, and provide classroom examples of peer and self-assessment that enable students to demonstrate increased agency in their learning. Specifically, presenters will use the following guiding questions to focus the presentation:

Questions Framing this Session

1. What are the key features of peer and self-assessment?

2. What does research suggest about the impact of peer and self-assessment?

3. What is the role of peer and self-assessment in the formative assessment process?

4. What does evidence suggest about the prevalence of peer and self-assessment in classrooms?

5. What classroom conditions must be present in order for peer and self-assessment to be successful and how do teachers promote these conditions?