



2023-2024 Session Schedule

The Michigan Assessment Consortium (MAC) is committed to helping educators leverage assessment to achieve equitable access and outcomes for all students. We've planned four engagements during the 2022-23 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: The October and April events will be held in person and will include a networking luncheon. January and February are webinar format.

Schedule at a glance:

- Oct. 20, 2023 [How Our Assessment Practice Can Develop Confidence in Learners](#), with Rick Stiggins
- Jan. 11, 2024 [Using the Science of Joyful, Deeper Learning to Rethink Assessment, with Bryan Goodwin](#)
- Feb. 22, 2024 [Stealth Assessment in Games to Measure and Support Learning](#), with Valerie Shute
- April 17, 2024 [Teaching Through Students, Not To Students: Embodied equity within quality curriculum, instruction and assessment](#), with Heather Vaughan-Southard, Nafeesah Symonette, Tara Kintz, and Ellen Vorenkamp.

Session #1

How Assessment Practice Can Develop Confidence in Learners

Featured Presenter: Rick Stiggins, author, consultant, and retired founder and president of the Assessment Training Institute

October 20, 2023

11:00-3:30 p.m. (includes networking luncheon)

University Club of MSU, Lansing, MI

[REGISTRATION LINK](#)

Session Description

This session explores the emotional dynamic of learner success and failure in the classroom and the impact of those dynamics on a child's developing confidence or self-doubt. These dynamics shape our beliefs about ourselves as learners. This session explores how assessment practice and systems can either support learning and build confidence or inhibit and debilitate learning and learner confidence.

Framing questions

1. How can assessment be used as an instructional tool?
2. How can we use assessment to measure—and narrow—achievement gaps?
3. How could state and local policy align to support lifelong learning priorities for students?
4. How could parents partner with their children and their children's teachers to develop the confidence needed for lifelong learning?

Session #2

Using the Science of Joyful, Deeper Learning to Rethink Assessment

Featured Presenter: Bryan Goodwin, President and CEO of McREL International

January 11, 2024

Time 1:00 –3:30 p.m. (webinar)

[REGISTRATION LINK](#)

Session Description:

Research suggests that students forget as much as 90 percent of what they learn in the classroom within 30 days of learning—largely because the traditional classroom model of teach-study-and-test does not reflect how our students’ brains are designed to work. The good news is that we now know more about the science of learning—and the teaching practices that support it—than at any time in human history. When we focus on planning for learning grounded in authentic assessment methods, we can create classroom experiences that are not only more effective, but also more joyful—for students and teachers.

During this session, Bryan Goodwin will share:

- a simple, six-phase brain-based model of learning that every teacher can use for any grade level and subject area to challenge and engage students in deep learning;
- why the last of these six phases of learning is the most powerful and engaging for students—but also conspicuously absent in many classrooms; and
- three powerful teaching strategies that align with this “missing” phase of learning (and reflect authentic assessment methods) and have been shown through scientific studies to dramatically improve student outcomes and close achievement gaps.

Framing Questions

1. Why is the traditional teach-study-test-(and forget) model of instruction so prevalent and persistent in our classrooms?
2. What steps help teachers move beyond testing as the endpoint of learning and instead use authentic assessments that require students to demonstrate their ability to extend and apply their learning?
3. How can we help teachers develop more expert mental models of teaching and learning so they become more intentional in their teaching and assessment methods?



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Session #3

Stealth Assessment in Games to Measure and Support Learning

Featured Presenter: Valerie Shute, Professor Emerita in the Department of Educational Psychology and Learning Systems at Florida State University

February 22, 2024

1:00-3:30 p.m. (webinar)

[REGISTRATION LINK](#)

Session Description

We know that games are engaging; but they can also be powerful vehicles to support learning. This, however, hinges on getting the game design as well as the assessment parts just right. A decade of research and design work reveals intentional assessment in games can effectively measure and support important 21st century competencies. Featured presenter Valerie Shute will share examples of stealth assessment from an actual game, Physics Playground, designed to measure students' developing competencies in the areas of qualitative physics understanding, creativity, and persistence.

Framing Questions

1. What is stealth assessment in electronic games?
2. Why is stealth assessment important in the current world our children live and learn in?
3. What are some results from controlled experiments using stealth assessment to measure and support learning?

Session #4

Teaching Through Students, Not To Students: Embodied equity within quality curriculum, instruction, and assessment

Featured Presenters:

- Heather Vaughan-Southard, Professional Learning Director for the Michigan Arts Education Instruction and Assessment project (MAEIA) and a consultant for The Polyvagal Institute
- Nafeesah Symonette, award-winning arts education advocate
- Ellen Vorenkamp, Professional Learning Director and Assessment Consultant, MAC
- Tara Kintz, Research Associate, MAC

April 17, 2024

Time 11:00 a.m. – 3:00 p.m. (in person option)

University Club of MSU, Lansing, MI

[REGISTRATION LINK](#)

Session Description

The learning cycle comes to life for each and every student when they feel seen, heard, and reflected in what they are learning, how the learning is facilitated, and how their learning is measured. Effective teaching and formative assessment can, and should, honor the students' cultural identities and nervous system responses to learning as variables for adaptation. When we learn to value our own lived experiences, informed by and communicated through our bodies, we become more compassionate to the lived experiences and physical realities of others. When this happens in the classroom, outcomes are improved for all students.

Framing Questions

1. What are the big ideas relating equity to measuring student learning?
2. How does quality curriculum, instruction, and assessment champion equity?
3. How does culturally responsible instruction and assessment look and feel?