



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 Achieving Balance in Classroom Assessment (ABCA) 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	<i>Through the study and use of readily available resources, within the Balanced Assessment Learning Map, educators will deepen their understanding of:</i> <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.

	<ul style="list-style-type: none"> • The positive and negative impact that can result in students' affective responses, dependent upon the use/misuse of assessment practices and evidence. • How the formative assessment process is the essential key in creating balance at the classroom level. • Their own practice, through self-reflection.
<p>success indicators</p>	<p><i>Upon completion of the Achieving Balance in Classroom Assessment Opportunity focused on Balanced Assessment Systems, learners will demonstrate:</i></p> <ul style="list-style-type: none"> • Increased knowledge to further the implementation of a balanced assessment system in the classroom. • Improved understanding of the 3 levels of a balanced assessment system and the use and users of the evidence from each of the three levels. • Improved knowledge around the appropriate use of quality classroom Assessments of Learning. • Improved knowledge around Assessment for Learning and how it provides the key balance needed at the classroom level.
<p>rationale</p>	<p>A balanced approach to assessment in a classroom environment, with a strong emphasis on the formative assessment process, is essential for the improvement of student learning. A strong foundation of how all levels of an assessment system work together to accomplish balance is necessary for deep understanding and implementation of a balanced assessment system. This is a critical component of the continuous improvement process.</p>

Learning Map- Creating Balance in Classroom Assessment Systems: The Foundations

Facilitation: *This column provides an agenda outline for the module that includes bulleted facilitator moves.*

Process: *This column provides a space for resources to use along the pathway of learning. Question prompts are included here – and links to relevant handouts/videos/websites, etc.*

engage

Engage in some discourse and reflection on the content of this Learning Map and how it connects to participants specific contexts.

- **Step 1:** Review the Overview for the BAS Learning Map. (LM Pgs. 1 & 2) What are you anticipating learning about? What intrigues you the most?
- **Step 2:** Engage in ***Handout 1: Activating Prior Knowledge Activity***. Share your thoughts.
- **Step 3:** Watch the Rick Stiggins Video; complete ***Handout 2: Video Highlights reflection*** handout as you watch. Share key ideas and take-aways with one another.
- **Step 4:** Complete ***Handout 3: Quick Write Reflection Connections***

Resources

Handout 1: [Activating Prior Knowledge Activity](#)

[What is your current understanding of a Balanced Assessment System?](#)

[Video Rick Stiggins— Why Balanced Assessment Systems](#)

Handout 2: [Video Highlights Reflection Handout](#)

Handout 3: [Quick Write Reflection—Making Connections](#)

explore

In this section we will begin to explore the 3 Big Ideas Rick Stiggins highlighted in his video.

Balance, Quality, and the Affective Impact of Assessment on Students

- **Step 1:** Read **Handout 4: learning point-What constitutes a high-quality, comprehensive, balanced assessment system?**
- **Step 2:** View the accompanying video presentation.
- **Step 3:** Reflect on new insights and thoughts around purpose/use and users (**Handout 5**) within a BAS and gauge how well you use data in your current context.
- **Step 4:** Jigsaw Activity- Divide the participants into 3 groups. Have participants in each group read one of the 3 Interim/Benchmark Assessment LP articles. **Handouts 6, 7, & 8.** Individually complete the reflection **Handout 9** as they read. After all have finished, have everyone who read the same article discuss key ideas and come to consensus on what to share with others (**Handout 10**). Finally, get into small groups of 3 that

Topics:

Balance
Quality
Affective Impact on Students

Balance

Handout 4: [LP Article: What constitutes a high-quality, comprehensive, balanced assessment system?](#)

[Video Presentation: Overview of a Balanced Assessment System](#)

Handout 5: [Types of Assessment Purpose/Users and Uses Handout](#)

Article Jigsaw

Handout 6: [LP Article: What do we mean by Interim/Benchmark Assessments?](#)

Handout 7: [LP Article: Interim Assessment: What are some key characteristics?](#)

Handout 8: [LP Article: Purposes for and Essential Characteristics of Interim Assessment](#)

Handout 9: [Reflection Handout](#)

Handout 10: [Reflection Handout](#)

Handout 11: [I/B Assessment Reflection Handout](#)

Quality

Handout 12: Stress this applies to classroom summative and formative... [Quest for Quality by Rick Stiggins](#)

Handout 13: [Quality Assessment Analysis Activity](#)

Handout 14: [Keys to Quality Poster](#)

<p>include 1 participant who read each of the 3 articles. Share key ideas from each article with one another. Listen for trends and new perspectives. Complete Handout 11 individually as a self-reflection.</p> <ul style="list-style-type: none"> ● Step 5: Read Handout 12: Article The Quest for Quality ● Step 6: Complete Handout 13: Quality Assessment Analysis Activity. Use Handout 14 as a reference. ● Step 7: Share your insights with your group. 	
<p>explain</p> <p>In this section, we will explain how the big ideas explored up to this point apply to a classroom setting and discuss the affective impact poor classroom assessment practices can have on students.</p> <ul style="list-style-type: none"> ● Step 1: Read Handout 15: LP Article How do we design assessment systems for modern 	<p>What does a BAS look like in a classroom setting?</p> <p>Handout 15: LP Article: How do we design assessment systems for modern learning?</p> <p>Handout 16: Reflecting on our Reading Debrief Activity</p>

learning? Complete the Reflecting Debrief, *Handout 16* as they read.

- **Step 2:** Debrief orally asking for participants to share main ideas/thoughts; make connections to their own classroom practice.
- **Step 3:** Read *Handout 17: LP What is summative assessment and how can it be used in the classroom?*
- **Step 4:** View the video of Margaret Heritage from an ALN session as she discusses and explains Assessment for Learning.
- **Step 5:** Have participants create a concept map *Handouts 18, 19, & 20* outlining the similarities and differences of assessment for and of learning using the LP on classroom summative assessment and Margaret's video.
- **Step 6:** Read *Handout 21: Assessment through the Students' Eyes* and *Handout 22: LP What conditions are necessary for FA?*
- **Step 7:** Debrief being sure to highlight the importance of assessment for learning in the classroom setting and the need for a classroom culture that engages students in the assessment process.
- **Step 8:** Have participants review one of the several

Assessment of Learning

Handout 17: [LP Article: What is summative assessment and how can it be used in the classroom?](#)

Assessment for Learning

Video [Margaret Heritage at ALN](#)

Handout 18: [Classroom Summative Assessment](#)

Handout 19: [Classroom Formative Assessment Process](#)

Handout 20: [Compare and Contrast](#)

Affective impact of Assessment on Students

Handout 21: [Article: Assessment Through the Student's Eyes](#)

Handout 22: [LP Article: What Conditions are necessary for FA?](#)

Handout 23: [Vignettes: Creating a classroom culture where assessment is viewed as a win/win for students.](#)

Handout 24: [Complete the Classroom Culture Survey—OFAST](#)

<p>vignettes, Handout 23. and highlight what the teacher is doing that helps create a positive learning culture within the classroom.</p> <ul style="list-style-type: none"> • Step 9: Have participants complete Handout 24: Classroom Culture Survey and self-reflect on their results. 	
<p>exercise</p> <ul style="list-style-type: none"> • Step 1: Complete Handout 25: Classroom Assessment Audit. Use this tool to reflect on the balance in your classroom and consider how you use your interim/benchmark assessments and classroom summative assessment in “balance” with the formative assessment process. • Step 2: Complete Handout 26: Classroom Student Audit. Where are your students in relation to “winners” and “losers,” how can your implementation of a more balanced approach to assessment in your classroom help <i>all</i> students achieve? 	<p>Handout 25: Classroom Assessment Audit</p> <p>Handout 26: Classroom Student Audit</p>
<p>elaborate</p> <ul style="list-style-type: none"> • Step 1: Using Handout 27, your classroom assessment audit, and your current understanding of the formative assessment 	<p>Handout 27: Integrating Activity</p> <p>Video Tools for Teachers</p>

<p>process, what more do you need to know and understand about the formative assessment process to truly integrate into your existing classroom assessment practices?</p> <ul style="list-style-type: none"> ● Step 2: View the introductory video about the Tools for Teachers website. ● Step 3: Reflect on the following: How do you see the Tools for Teachers integrating with your use of interim/benchmark assessments, classroom summative assessments and your instructional practice? 	
<p>evaluate</p> <ul style="list-style-type: none"> ● Step 1: Review your initial Prior Knowledge Activity <i>Handout 1</i>. ● Step 2: Make notations that indicate new knowledge and application of that knowledge. ● Step 3: Self reflect on next steps. 	<p>Revisit the Prior Knowledge Activity (Handout 1)</p> <p>What is your current understanding of a Balanced Assessment System?</p> <p>How has your understanding changed?</p> <p>What would you like to continue to learn about and explore?</p>
<p>extend</p> <ul style="list-style-type: none"> ● Step 1: Take some time and review <i>Handout 28: Assessment Literacy Standards</i> for your specific context. ● Step 2: Make note of your strengths and areas for improvement. ● Step 3: Consider how this learning experience has 	<p><i>Handout 28:</i> Assessment Literacy Standards</p> <p><i>Handout 29:</i> Planning Tool: BAS</p> <p><i>Handout 30:</i> Strategy Implementation Guide: BAS</p>

enhanced your assessment literacy.

- **Step 4:** Review the *Handouts 29 & 30: Planning Tool* and *Strategy Implementation Guide for Balanced Assessment Systems* for further resources and ideas on how to ensure your BAS is developed and implemented with fidelity.