



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	<p>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.</p>
learning outcomes	<p><i>Through the study and use of readily available resources, within the ABCA Balanced Assessment Learning Map, educators will deepen their understanding of:</i></p> <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

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 the most?
- Step 2: Engage in the Activating Prior Knowledge Activity. Share your thinking.
- Step 3: Watch the Rick Stiggins Video; complete Video Highlights reflection handout as you watch. Share key ideas and take-aways with one another.
- Step 4: Complete the Quick Write Reflection Connections Handout

Resources

[1 Activating Prior Knowledge Activity](#)

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

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

[3 Video Highlights Reflection Handout](#)

[4 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 the learning point-What constitutes a

Topics:

Balance

Quality

Affective Impact on Students

Balance

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

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

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 7) within a BAS and how 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. Individually complete the reflection handout 11A 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 11B). Finally, get into small groups of 3 that 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 12 individually as a self-reflection.
- Step 5: Read the Article The Quest for Quality or
- Step 6: View the 5 Keys to Quality video clip as you review the Keys to Quality

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

Article Jigsaw

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

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

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

[11 A & 11 B Reflection Handout](#)

[12 I/B Assessment Reflection Handout](#)

Quality

[13 Article Read](#)— Stress this applies to classroom summative and formative...[Quest for Quality by Rick Stiggins](#)

or

[14 Keys to Quality Classroom Assessment Video](#)

[15 Quality Assessment Analysis Activity](#)

graphic.

- Step 7: Complete the Quality Assessment Analysis Activity
- Step 8: Share your insights with your group.
- Step 9: Using your Classroom Assessment Analysis review the Keys to Quality Rubrics (embedded in the ppt) and provide yourself some feedback on your strengths and areas for improvement.

explain

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.

- Step 1: Read LP Article How do we design assessment systems for modern learning? Complete the Reflecting Debrief, handout 17 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 the LP What do we mean by classroom summative assessment?
- Step 4: View the video of Margaret Heritage from an ALN session as she

What does a BAS look like in a classroom setting?

[16 LP Article: How do we design assessment systems for modern learning?](#)

[17 Reflecting on our Reading Debrief Activity](#)

Assessment of Learning

[18 LP Article: What do we mean by classroom summative assessment?](#)

Assessment for Learning

[19 Margaret Heritage at ALN](#)

[20 A-B-C Looks Like Concept Map Activity](#)

Affective impact of Assessment on Students

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

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

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

discusses and explains Assessment for Learning.

- Step 5: Have participants create a concept map Handouts 20ABC 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 the article Assessment through the Students' Eyes and 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 vignettes and highlight what the teacher is doing that helps create a positive learning culture within the classroom.
- Step 9: Have participants complete the Classroom Culture Survey and self-reflect on their results.

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

exercise

- Step 1: Complete the Classroom Assessment Audit Use this tool to reflect on the balance in your classroom and consider how

[25 Classroom Assessment Audit](#)

[26 Classroom Student Audit](#)

you use your interim/benchmark assessments and classroom summative assessment in “balance” with the formative assessment process.

- Step 2: Complete the classroom students 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 **all** students achieve?

elaborate

- Step 1: Using your classroom assessment audit and your current understanding of the formative assessment process, what more do you need to know and understand about the formative assessment process to truly integrate into your existing classroom assessment practices?
- 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?

[27 Integrating Activity](#)

[28 Video Tools for Teachers](#)

evaluate

- Step 1: Review your initial Prior Knowledge Activity Handout.
- Step 2: Make notations that indicate new knowledge and application of that knowledge.
- Step 3: Self reflect on next steps.

2 Revisit the Prior Knowledge Activity

What is your current understanding of a Balanced Assessment System?

How has your understanding changed?

What would you like to continue to learn about and explore?

extend

- Step 1: Take some time and review the Assessment Literacy Standards for your specific context.
- Step 2: Make note of your strengths and areas for improvement.

Step 3: Consider how this learning experience has enhanced your assessment literacy.

[29 Assessment Literacy Standards](#)