



Building a Better Assessment Future

EAST LANSING, MI • AUGUST 2022

PLANNED SCHEDULE

Wednesday

August 3, 2022

8:30 – 9:00 am

Opening/Welcome

9:00 – 10:00 am

KN1: Clear Eyes, Full Hearts, Can't Lose: Improving assessment systems by clarifying test purposes

Andrew Ho

Andrew Ho's opening address sets the stage for a two-day exploration across the use of formative practice, interim benchmarks, and classroom and state summative measures in service of achieving district assessment systems and practices that support all children in becoming capable learners. Ho suggests that the most important innovation in modern assessment is clarity of purpose, and he shows through examples how this clarity can build a better assessment future for our children. He introduces a "four quadrants" framework that highlights opportunities to separate and clarify the multiple conflicting purposes that educational tests support—purposes that can corrupt each other and threaten good teaching and learning. Finally, he demonstrates through examples how the use of "systemic validation" can improve the use of test scores for teachers, parents, and the public.

10:10 – 11:15 am

KN2: Reaping the Benefits of Formative Assessment: What teachers need to know and be able to do

Margaret Heritage

Effective formative assessment occurs when student learning is made visible and audible so that teachers and students can engage in interactions and activities to continuously move learning forward. It requires teachers to make an extraordinary number of complex judgments and orchestrate multiple actions during the course of a lesson. In this presentation, Margaret Heritage will discuss the high levels of knowledge and skills that undergird these competencies and illustrate them using examples of teacher practice.

11:15 – 11:25 am

BREAK

11:25 am – 12:15 pm

BREAKOUT STRAND A

A1: How to Deepen Teacher Content Knowledge and Pedagogical Skills

Ellen Vorenkamp

Pedagogy and disciplinary knowledge are essential to effective use of the formative assessment process. This session will explore strategies to develop these skills to engage learners.

A2: Yes They Can: Helping students engage in their own learning

Tara Kintz & Mary Helen Diegel

Bringing students into the learning process sounds great, but how? This session will explore the steps you can take to make student engagement a reality.

A3: The Role of Administrators in Supporting Use of the Formative Assessment Process

John Lane & Lindsey Howe

School leaders play a vital role in nurturing and supporting the use of the formative assessment process. This session will engage participants in thinking about the conditions that support a school culture where use of the formative assessment process can flourish.

A4: No Fear Factor: Giving teachers the tools, time, and trust they need

LeeAnn Moore & Kristy Walters

This session will showcase the teacher actions needed to implement the formative assessment process. Equally important is using the elicited evidence to “nudge” students forward.

12:30 – 1:15 pm

LUNCH

1:20 – 2:30 pm

KN3: Can We Improve Interim ("Through-Course") Assessments by Separating the Purposes They Serve?

Andrew Ho

Decomposing once-a-year spring testing requirements into fall, winter, and spring "interim" or "through-course" testing opportunities holds great public appeal, promising more flexibility, earlier diagnostic opportunities, and within-year growth interpretations. The presenter demonstrates how incorporating interim assessments into high-stakes accountability systems will fail without clarity of purpose. Building on his past work in growth modeling (Castellano & Ho, 2013; Ho, 2012), Ho will show us how high-stakes interim tests can create abhorrent incentives to "tank" fall test scores and "triage" low-scoring students.

He will suggest an improved approach that separates purposes and score reports for teachers, for parents, and for public accountability.

2:40 – 3:30pm

B1: Everything You Ever Wanted to Know About Interim-Benchmark Assessments...But Were Afraid to Ask

Jim Gullen

This session will offer an overview of interim-benchmark assessments. Gullen will describe how interim-benchmarks fit into a balanced assessment system, how they are constructed, and how to responsibly use them and their results.

B2: Formative Assessment to Pinpoint and Deepen Instruction

Tamara Webster

Hear how assessment can engage teachers in reflecting on the depth of instruction in essential standards. Learn how state-provided Smarter Balanced materials, along with the “Tools for Teachers” website, can assist teachers and students in meeting key goals in meeting assessment targets in ELA and Math.

B3: Monitoring Improvements in Student Achievement

Ellen Vorenkamp & Ed Roeber

This session will provide an overview of how assessments of learning, such as use of interim assessments periodically or statewide assessment annually, can help educators gauge changes in student achievement, and through this, determine whether student achievement is improving. This information can serve to both monitor individual student achievement over time and determine whether school and/or district improvement efforts are working.

B4: Interim Assessments through the Lens of an Administrator

Wendy Osterman

Are you a building or district administrator? In this session, we will discuss issues and challenges you may face related to interim assessments. Participants will learn about tools and strategies, from test administration through data analysis, to turn challenges into triumphs.

3:30 – 4:00 pm

PLANNING/NETWORKING TIME

4:00 – 5:00 pm

RECEPTION

8:30 – 9:00 am**OPENING SESSION: Field Notes**

In this session, selected participants from the BBAF 2021 conference will describe how they've begun to apply their learning to build a better assessment future for their schools and the students they serve. We'll learn from their stories and be inspired to imagine a pathway to classroom assessment systems that promote learning and create equitable opportunities for all students.

9:10 – 10:15 am**KN4: Planning Sound and Equitable Classroom Summative Assessments****Jay McTighe**

Assessment is the bridge between teaching and learning. To have the most impact, classroom assessment should be grounded by sound principles. The presenter will introduce five principles of effective classroom assessment, review an Assessment Planning Framework, and explore ways that summative assessments can concurrently enhance student learning.

10:30 – 11:20 am**BREAKOUT STRAND C****C1: Using High Quality Summative Assessments to Assess Priority Standards in the Classroom****Ellen Vorenkamp**

The development and/or selection of classroom summative assessments requires thoughtful time and attention in order to result in tools and practices that accurately determine student achievement. This session will provide an overview of a process to ensure accuracy and the proper use of classroom summative assessments.

C2: Annual Statewide Assessment: What is it good for?**Ed Roeber**

There is a common belief that state assessment is designed to guide teachers' daily instruction. However, this is not a use that typically can be made of state summative assessments, which measure what students should have been taught and what they should have learned over several months prior to the assessment. But does this mean that such assessments have no value? No! There are valuable uses that can be made from state assessments, and this session will highlight those, as well as how such uses can form the basis of effective assessment reporting.

C3: How to Approach Assessment and Grading Practices to Achieve District-wide Change and Positive Outcomes for Students

Amy Hodgson & Linsey Ebert

Learn how one district's 15-year+ journey in the area of assessment and grading has led to the creation of systems and processes intended to ensure understanding by all stakeholders and build in accountability. View this process through both the teacher and administrator lens, and hear about their lessons learned and how ALL students have benefited from their commitment to this journey, including how this work addresses equity and benefits students with special needs.

C4: Using Performance Assessments to Assess What We Value

Jay McTighe

Quality performance assessment tasks can engage students in applying (transferring) deep learning to new and relevant situations. This session will present a set of practical and proven tools for creating authentic performance tasks for all participants and explore the instructional implications.

11:20 –11:30 am

BREAK

11:30am – 12:20 pm

KN5: Assessment Literacy is Needed to Build Better Assessment Systems

Ed Roeber

Balanced assessment systems—at state, district, school, and classroom levels—comprise many parts. All rely on students and their families, teachers, administrators, and policymakers who understand what technically sound assessment practices are, and how they can best be learned and implemented. This session will touch on these and the numerous ways that the MAC and others are increasing the awareness of the need for improved assessment practices and how they can be used. Participants will gain appreciation for how learning more deeply about assessment can be a key step in building better assessment systems for the future.

12:30 – 1:15 pm

LUNCH

1:20 – 3:00 pm

BBAF Unplugged: Coffee, conversation, and connections to your work World Café model

We're unplugging the mics and creating space for participants to engage with presenters, reflect with colleagues, and make connections to your context. Over dessert and coffee/tea, join informal conversation circles and set the stage for charting your own course from theory and big ideas to practice and implementation.

3:00 – 4:00 pm

OPTIONAL TEAM TIME

We welcome you to stay awhile to work alone or with your team to plan next steps before you return to the hustle and bustle of a new school year. MAC leaders will stick around to answer your questions and connect you with resources to help you on your journey to a better assessment future.