



Building a Better Assessment Future

EAST LANSING, MI • AUGUST 2023

PLANNED SCHEDULE

Wednesday

August 2, 2023

8:30–8:45 am

Welcome

Kathy Dewsbury-White

8:45–9:45 am

Panel: Assessment from a Systems Perspective

Moderator: Jim Pellegrino

Our opening session features a range of perspectives—from students to policymakers, from local districts to state/national organizations, from practitioners to researchers—on what we dare to dream for in our preferred assessment future. BBAF conference participants will be in on the action, helping to set the stage for two days of dreaming, inspiration, and practical ideas and actions to pursue.

9:45–10:00 am

BREAK

10:00–10:30 am

Experts Respond

**Susan Brookhart, Steven Snead, Caroline Wylie, Andy Middlestead
(Moderator: Jim Pellegrino)**

10:30–11:30 am

KN1: Dare to Dream: An Envisioned Assessment Future

Jim Pellegrino

In 2023 we find ourselves contemplating the needs of our children and of society and the demands on our education system to meet learners' needs. This session will highlight what we know about human learning and development and how we are understanding the necessary shifts in teaching and assessment systems and practices to meet the needs of 21st century learners. We'll consider the perspectives of the stakeholders who contribute to our education system and highlight their potential contributions as we consider this future together.

11:30 am–12:25 pm

Lunch

12:25–12:45 pm

Field Notes

12:45–1:45 pm

KN2: Connecting curriculum, instruction, assessment, and grading In our preferred assessment future

Susan Brookhart

Current learning standards promote complex learning outcomes for all students, going well beyond the transmission of facts that formed the basis of previous generations of learning outcomes. The drive to develop capable lifelong learners only increases the value we place on complex learning outcomes in our preferred assessment future. Teaching and learning such standards require that curriculum, instruction, assessment, and grading are all based on the same understanding of what those complex outcomes are and what constitutes evidence of their achievement. If you doubt this, consider the struggles some districts have had when trying to implement standards-based grading without considering concomitant changes in curriculum, instruction, and assessment.

1:45–2:00 pm

Break

2:00– 2:50 pm

A1: Realizing the opportunities implicit in collaborative curriculum review, selection, and adoption processes

Mary Johnson, Danielle Vossekuil, and Kelli Vansettters

This session explores curriculum review processes that capitalize on engaging educators in exploring the standards guiding the disciplines we teach. We'll identify the opportunities that may, or may not, exist in curriculum resources, instruction, and assessment practices designed to meet the complex 21st century outcomes we want all students to attain. The session will feature examples from ISD partnerships with local districts in facilitating curriculum adoption and implementation processes in alignment with instructional and assessment practices.

2:00–2:55 pm

A2: Improving assessment systems through continuous improvement

Emily McEvoy, Nicole Kalmbach, and Kathy Humphrey

This session will discuss the relationship between Michigan's Continuous Improvement Process (MICIP) and the role of assessment within that process and introduce the Balanced Assessment System Strategy Implementation Guide (SIG) and Planning Tool developed by MAC. These resources will highlight the importance of how a comprehensive and balanced assessment system can move student learning forward, and how the MICIP process can effectively support and evaluate the system.

2:00–2:50 pm

A3: Implementing Standards-Based Grading: It starts with instruction!
Amy Hodgson, Leah Braman

It's time to throw out old grading practices that often seem fruitless for both teachers and students. Simplify your workflow with practices that are more meaningful and effective. Learn why it is of utmost importance to start by examining instructional practices and how effective grading practices improve instruction and student outcomes. After a 15+ year journey, we want to share lessons learned from our district leader and teacher perspectives.

2:00–2:50 pm

A4: The Smarter Model: Standards-based interim benchmark assessments to support teaching and learning
Tony Alpert

This session will describe the ways in which the Smarter Balanced Interim Assessments are designed to support the formative assessment process with direct connections to instructional activities in Tools for Teachers. When used together, this coherent suite of resources helps teachers address key concepts and standards, plan data-driven instruction, and adjust instruction to meet the individual needs of all students. We'll also explore local district considerations for effective use of I/BAs in a district assessment system.

2:00–2:50 pm

A5: Universal Design for Learning anchors a district's theory of learning
Carrie Wozniak and Katie Fitzpatrick

Universal Design began as an architectural concept that involved planning the environment for optimal accessibility and productivity. More recently, it has become extended and infused into learner-centered classrooms. Universal Design for Learning (UDL) principles seek to anticipate the varied needs of learners so that the learning environment serves an existing student population fluidly. This session shares one district's story about using UDL as their theory of learning so that all staff work together to live into a shared instructional framework that supports all of the district's children. By taking a systemic approach using our Multi-Tiered System of Supports, staff are able to review and respond to data to meet the needs of all learners.

2:50–3:05 pm

BREAK

3:05–3:45 pm

P2: Reflection Panel: Curriculum/Instruction/Grading

3:45–4:00 pm

Optional Team Time

4:00–5:00 pm

Reception

7:15– 8:15 am**Optional — Breakfast Banter**
Andy Middlestead and Ed Roeber

You've Got Questions? We've Got Answers! If you have ever wondered about something related to student assessment, but didn't know where to turn for answers, this is your opportunity to raise those pesky questions—or perhaps comment on any aspect of assessment in Michigan. We'll do our best to answer those and respond to any issue raised.

8:30–9:30 am**KN3: Ambitious Teaching with the Skillful Use of the Formative Assessment Process: The pathway to our preferred future**
Caroline Wylie

Each student walks into a classroom as a "whole person," with their own lived experiences, knowledge, cultural practices, emotions, and interests—all of which influence them as learners. Ambitious teaching takes full account of who students are by leveraging what they bring to the classroom to make sense of rigorous academic content and to foster motivation and identity development, and by engendering a feeling of legitimacy so that all students are safe and valued. This keynote will explore how the formative assessment process is integral to ambitious teaching. Specifically, we will address the nature of learning goals that arise from ambitious teaching, how teachers elicit evidence of emerging understanding related to those goals and make asset-based and future-oriented interpretations of that evidence to move learning forward, and the ways in which students are positioned as capable learners who are developing academic, intrapersonal and interpersonal competencies for success in school and beyond. We will conclude with some recommendations for how to support teachers so that they can successfully engage in ambitious teaching and the formative assessment practices.

9:30–9:45 am**BREAK****9:45–10:35 am****B1: Moving from Theory to ACTION: Implementing ambitious teaching through the formative assessment process**
Marla Kepsel and Ellen Vorenkamp

This session will explore the theory behind ambitious teaching and the formative assessment process while providing relevant, practical ideas for practitioners to take back to classrooms and use immediately.

- 9:45–10:35 am** **B2: Rigor and Resilience: Connecting the formative assessment process and SEL**
Heather Vaughan-Southard and Tara Kintz
- Assessment is not typically the point in the learning process at which we expect to see social-emotional learning (SEL). It is, however, a point in which we can be considerate of students’ experience, including their social-emotional realities. When we are thoughtful with the types of assessment we use, and why we use them, assessment becomes yet another moment for us to truly meet students where they are.
- 9:45–10:35 am** **B3: The Future of Formative Assessment: ALL classrooms, ALL students**
Kristy Walters and Alecia Hoppa
- The full impact of formative assessment on teaching and learning will only be reached when it’s embedded in all classrooms, for all students. Participants will hear about lessons learned and considerations for supporting and scaling up to district-wide implementation of the formative assessment process.
- 9:45–10:35 am** **B4: The future of assessment through the lens of equitable data collection and use (Part I)**
Amy Colton and Ginni Winters
- What does it mean to practice equitable data collection and usage in your classroom? During this interactive professional learning session, participants will reflect on their beliefs about and practices for equity. Learn to apply an inquiry-stance as an equity lens when collecting and analyzing data to ensure equitable outcomes for all students. This is Part I of a two-part professional learning session.
- 9:45–10:35 am** **B5: Level-Up: Using the formative assessment process in the classroom to support ALL students in becoming lifelong learners**
Mary Helen Diegel, Stan Masters, and John Lane
- Ready. Set. Engage! Empowering students and building their agency is a critical piece in developing life-long learners. Using the formative assessment process within the social studies classroom enables ALL students to level-up. Educators will have the opportunity to learn about classroom application through examples of practice at the elementary, middle school, and high school levels.
- 10:35–10:50 am** **BREAK**
- 10:50–11:30 am** **P3: Reflection Panel: Formative assessment process & ambitious teaching**
- 11:30am–12:20 pm** **LUNCH**

12:20–12:40 pm

Field Notes

12:40–1:40 pm

KN 4: Embracing the Future: Understanding the culture and conditions required to use assessment to advance all students

Steven Snead

This presentation identifies the conditions and structures that can serve to perpetuate inequity through our assessment systems and practices and explores how we can instead live into a future that ensures our assessment policies and practices benefit and support all students.

1:40–1:55 pm

BREAK

1:55–2:45 pm

C1: Embodied Practice: Cultural responsibility and SEL in life and learning

Nafeesah Symonette and Heather Vaughan-Southard

As they embrace culturally responsive teaching, educators commonly progress from reactive to responsive to responsible. Within that progression, their nervous system can move from reactive to regulated to resilient. This session outlines how this growth happens and what this means for instruction and assessment practices.

1:55–2:45 pm

C2: Finding equity in what we have until we get what we want

Iris Law-Hicks and Nick Orlovski

Presenters will use publicly available data to argue that current assessment and accountability measures do not meet the threshold of equity by exploring and unpacking the influence risk factors have on assessment measures. Further, the current measures can be misleading to the good work being done in schools. They suggest ways to analyze the data to reframe how we judge schools and what local educators can do to support marginalized students. The presenters will also discuss alternatives to assessing students and schools in a way that is equitable for all schools.

1:55–2:45 pm

C3: The future of assessment through the lens of equitable data collection and use (Part II)

Amy Colton/Ginni Winters

What does it mean to practice equitable data collection and usage in your classroom? During this interactive professional learning session, participants will reflect on their beliefs about and practices for equity. Learn to apply an inquiry-stance as an equity lens when collecting and analyzing data to ensure equitable outcomes for all students. This is Part II of a two-part professional learning session.

1:55–2:45 pm

C4: Promoting equity through the use of performance assessment
Ed Roeber, Ninette Soares, and Jianna Taylor

Performance tasks can provide deeper insights for the teacher about student understanding. Performance tasks are also rich opportunities for providing formative feedback from the teacher and other students. Choice and voice in demonstration of competencies and standards in performance tasks provides the opportunity to be responsive to the cultural contexts of students. Presenters will share an example of tasks aligned to Michigan's Core Competencies in ELA and Mathematics (3-8), including samples of student work.

1:55–2:45 pm

C5: Incorporating student identity and equitable practices during assessment in the mathematics classroom
Cherron Ramsey

This session focuses on ways to incorporate equity-based practices and student identity into assessment practices in the mathematics classroom. The presenters will highlight how our values shape our interactions and expectations of students and then describe how to align assessment practices with values that foster student identities as knower and doers of mathematics. Join us as we explore ways in which value statements, as described in the Essential Instructional Practices in Mathematics, ask us to think differently about assessment and allow us to support student achievement while also attending to student identity and equity.

3:00–3:45 pm

Reflection Panel: Equity

3:45–4:00 pm

Closing Remarks