



Blended Learning to Increase Assessment Literacy

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Introductions



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Who are we?

Who are you?

Outcomes

Review the following Outcomes:

- **Explore** the resources available to enhance Assessment Literacy
- **Understand** the need for Assessment Literacy
- **Recognize** the elements of an Assessment Literate Educator
- **Discover** several ways to engage educators in becoming more Assessment Literate

Which outcome are you most interested in? 



The Michigan Assessment Consortium (MAC) is a non-profit organization of Michigan educators designed to promote greater understanding about and use of assessment in Michigan.

The goal of the MAC is to help educators use assessment to improve their teaching and students' learning.

A variety of MAC resources can be accessed at www.michiganassessmentconsortium.org



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The MAC provides leadership and services to advance quality, balanced assessment practices and systems. [Learn More](#)

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MAC Resources



Assessment Literacy Network (ALN):

The purpose of the ALN is:

- to make fellow educational organizations and their members aware of the MAC's assessment literacy standards,
- help them understand what assessment literacy means,
- and arrive at a deeper understanding of the assessment literacy needs of the members of the organizations, thereby encouraging each organization to work with the MAC in strengthening the assessment literacy of the members of each organization.

Assessment Literacy Network (ALN):

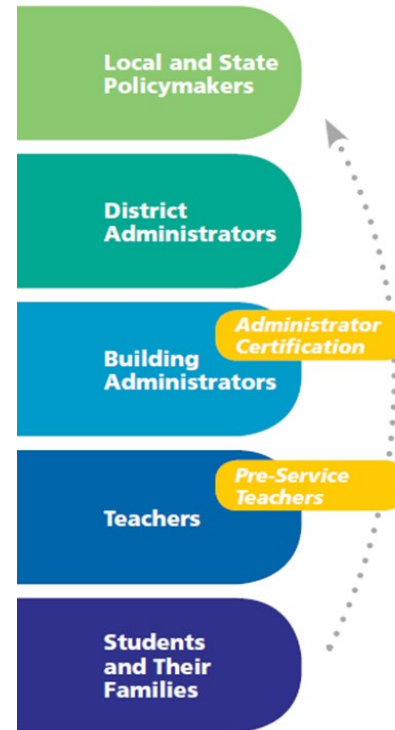
- The cornerstone of the ALN will be the MAC Assessment Literacy Standards.
- The MAC envisions bringing in national experts to work with this group to create a professional learning community unlike any other.
- Through professional development and professional inquiry, the ALN will be in a position to promote sound assessment practice.
- Regardless of any changes to Michigan's state testing system, it is more important now than ever that students and their parents, educators, and other citizens be assessment literate.

Assessment Literacy Network (ALN):

- A letter of invitation has been crafted and sent to fellow educational organizations for membership.
- Recommendations related to purpose and operation have been established.
- The committee has selected meeting dates and times
- Contact had been made with MDE and Michigan's state superintendent to garner their input and assure the intent of the group is to be helpful and assistive.
- The group began to operate during the 2016-2017 school year.

Assessment Literacy Standards

Assessment Literacy Standards



Standards Development

- Separate standards were developed for:
 - Students
 - Parents
 - Teachers
 - Building administrators
 - District administrators
 - Local and state policymakers
- The MAC Assessment Literacy standards include
 - Dispositions (i.e., beliefs)
 - Knowledge
 - Performance (i.e., skills)
- Goal—provide a common basis for work in increasing assessment literacy.

Standards Development Process

- The work was begun by the MAC Board.
- A review of the literature was conducted.
- Other sets of standards were examined.
- An initial draft of ALS was created.
- Another draft of ALS was produced and reviewed externally by Susan Brookhart, Carol Commodore, Margaret Heritage, Ken O'Connor, Jim Popham, and Rick Stiggins.
- An in-state review packet/survey was used to gather input from MI educators.

Assessment Learning Modules

Why?



Assessment Learning Modules

Michigan Assessment Consortium (MAC) is joining forces with *Michigan Virtual* to provide the Assessment Learning Modules through *Michigan Virtual's* Professional Learning Portal.

[VIEW ALL OF THE MODULES](#)



Assessment Literacy Defined

An assessment literate individual is one who understands how student assessment can enable them to better carry out their role in education, believes that assessment can improve teaching and learning, and puts into place activities and behaviors to act on these beliefs.

Assessment Literacy Defined

Article Read—

Read the ALN Learning Point-*What do we mean by Assessment Literacy?*

Complete the Geometric Shape Reflection Handout

Partner Debrief

Group Debrief

Who Needs to be Assessment Literate?

- Everyone with a stake in education needs to be assessment literate, including:
 - Students
 - Parents/guardians
 - Teachers
 - Specialists at the district and building levels
 - Building administrators
 - Central office administrators
 - Policymakers at the local, state, and national levels
 - Public

Why is Assessment Literacy Needed?

- Assessment literacy is needed for several reasons
 - Lack of understanding about assessment by those who adopt policy and laws, and govern our schools.
 - Lack of understanding by those who teach our students or lead our schools, due to continued lack of pre-service preparation for educators.
 - Misunderstanding by parents and students about how student assessment can promote high quality student learning.
 - Increased volume and changes in types of student assessments.
 - Increased stakes for students, educators, and schools.

Why is Assessment Literacy Needed?

- Research has shown that students who are more involved in their own learning – and assessment – achieve more.
- Effective use of formative assessment practices requires teachers to understand how on-going instructionally-embedded assessment can help all student achieve at higher levels.
- Administrator involvement in school improvement activity is also related to higher student achievement.

Why is Assessment Literacy Needed?

An Expert's Opinion

Read James Popham's Commentary from Education Week July 31, 2018-*We all Need to Get Smarter about Testing*

Reading Protocol

✓ = Makes sense; affirms my thinking

! = "aha"; new insight

? = Raises a question, challenges my thinking

Group Debrief

Assessment Literacy Standards Let's Take a Look

KNOWLEDGE

Teachers who are assessment literate know:

- A. A balanced assessment system consists of both of the following:
 - 1. *Different users have different assessment purposes.*
 - 2. *Different assessment purposes may require different assessment methods.*
- B. There are different purposes for student assessment:
 - 1. *Student improvement*
 - 2. *Instructional program improvement*
 - 3. *Student, teacher or system accountability*
 - 4. *Program evaluation*
 - 5. *Prediction of future performance/achievement*
- C. The definitions of and uses for different types of assessments:
 - 1. *Summative assessment*
 - 2. *Interim benchmark assessment*
 - 3. *Formative-assessment practices*

Standards are lettered and numbered for easy reference.

Assessment Development

Separate Assessment Literacy **Self Assessments** have been or will be created for:

- Students/parents
- Teachers
- Building administrators
- District administrators
- Local policymakers
- State policymakers

Assessment Literacy Standards Let's Take a Look

Take a few minutes and review the standards for the level that best suits your context.

Indicate the areas where you shine



and the areas where you could improve!



Introductory Assessment Learning Modules

Eight modules have been created:

1. Introductory Module – What is AL and Why is it Important?
2. Standards and Assessment
3. Developing a High Quality, Balanced Assessment System
4. Criteria for High Quality Assessment
5. Developing or Selecting Appropriate Assessments
6. The Formative Assessment Process
7. Making Meaning from Student Assessments
8. Using and Communicating Assessment Results to Promote Student Learning

Assessment Learning Modules

Assessment Learning Modules:

- Are a comprehensive assessment-learning program designed for individuals who want or need to know more about how student assessments are developed and used.
- This includes students and their parents, teachers, building administrators, district administrators, and local and state policymakers.
- The goal of this program is to help individuals understand the value and limitations of assessments in improving student learning and the instruction provided by educators.

Assessment Learning Modules

Assessment Learning Modules:

- The modules are currently available at Michigan Virtual.
- A modular approach was used so that learning could occur in short or longer sessions, on one or more days, either together or over time.
- Each module will contain a presentation, included within it built-in individual and group learning activities, and a discussion guide for use at the conclusion of each module to guide group discussion and deeper assessment understanding.
- The first round of reviews have taken place and revisions are currently underway.

Example

Module 3

Developing a High Quality, Balanced Assessment Systems

Goal: Recognize the components of a balanced assessment system and the different types of measures used in it.

Introduction to Assessment Design

Uses of Assessment

Users of Assessment

Types of Assessment

Users and Purposes of Assessment

Elements of a Balanced Assessment System

Summative

Interim Benchmark

Formative Assessment Strategies

Successful Implementation of a Balanced Assessment System

Example Assessment Designs



Example

Module 6–The Formative Assessment Process

Goal: Describe the elements of the formative assessment process as well as how teachers would use them.

What is Formative Assessment?

What are the Components of Formative Assessment?

Planning

Learning Targets

Eliciting Evidence of Student Understanding

Formative Feedback

Learning and Instructional Decisions

How is Formative Assessment Used in an Instructional Cycle?

How Can Teachers Learn to Use Formative Assessment Practices?

How Can Administrators Support Use of Formative Assessment Practices?

Assessment Credentialing System:

- This introductory series is envisioned as part of a more comprehensive assessment-learning program that the MAC hopes to develop.
- A more advanced program of assessment-learning might lead to assessment specialty endorsement for administrators and MAC certification for teachers, with the goal of preparing assessment specialists for each district and school in the state.
- Our long-term goal is to help make Michigan the state of assessment literacy!

Ideas from a Local District: Using Blended Learning Modules to Increase Assessment Literacy Skills

Reeths-Puffer Schools

Goal: Provide ongoing Professional Learning in order to build an assessment literate culture within our system.

Creating an Assessment Literate Culture:

- Continuous learning opportunities have been offered to a variety of groups; including administrative team members, specific individuals, specific groups, and building level teams.
 - Administrative Team Learning Sessions (multiple years with multiple sessions each year)
 - Administrative Team and Building Level Teacher Teams from each building (multiple days)
 - Use of Early Release Time for Professional Learning Sessions: time for conversations around curriculum, instruction and assessment
 - Summer Learning Institute sessions (focused professional learning sessions, Book Studies, PLC around specific C/I/A), Professional Learning around CNA, etc.
 - Non-Tenure Orientation (Sprinkle ideas)
 - Non-Tenure Community of Practice (CoP) Sessions




Possible Ways to Use The Assessment Literacy Modules To Move the Assessment Literacy Beliefs and Understanding Forward

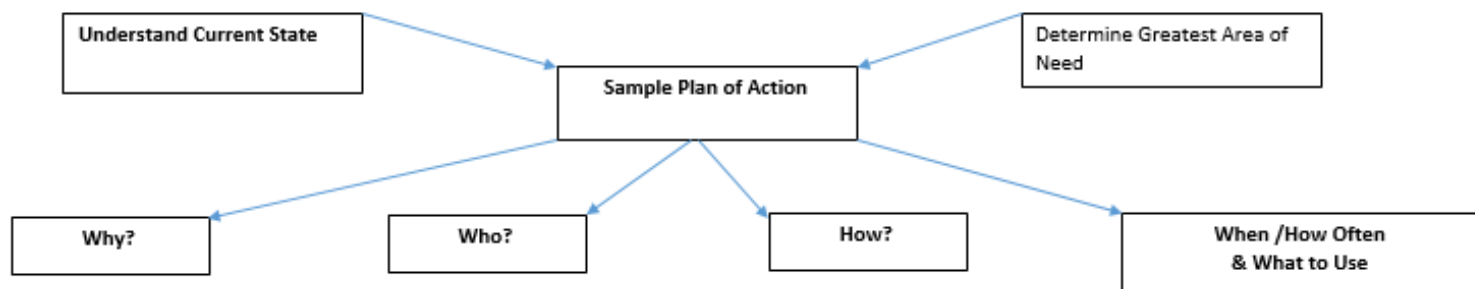
Using Blended Learning to Increase Assessment Literacy

Possible Ways to Use The Assessment Literacy Modules To Move the Assessment Literacy Beliefs and Understanding Forward

Sample Sessions of what we have done:

- Specific Admin. Team Learning Sessions: Assessment Learning Standards. How Assessment is an integral part of the Curriculum and Instruction Cycle; Purpose Assessment Match, Formative Assessment Key Components, etc.
- Short Reads of ALN articles to focus our conversations
- Summer Session: 5-day Administrative Assessment Summit
- Summer Session: 2-day session with all building administrators and teacher leaders from each building
- Administrator on-going Professional Learning Sessions
 - Specific Topics of Study (based on District needs)
 - Additional learning time prior to Non-Tenure Community of Practice sessions (to ensure that the Principals know what is being addressed and feel comfortable with questions that may come their way)
- Non-Tenure Community of Practice Sessions
- Summer Institute – Specialized Topics of Study (PLC time)  and specialized professional learning requested by staff or administrators

Reeths-Puffer's Plan of Becoming an Assessment Literate Community



- Build understanding in an area that is many times missing in educators' toolkits
- Leaders can't lead what they don't understand themselves
- Guide all educators in understanding and be able to distinguish between assessments "for" and "of" learning
- Educate all levels of the educational community on the importance of having all members of our system be assessment literate
- Develop common practices to drive quality instructional and assessment practices
 - Clear learning targets/Success Criteria
 - Formative Assessment Practices
 - Data analysis to drive next steps in instruction
 - Student engagement in using data and goals to drive their learning forward

- Administrative Team Members
- Content Areas Leadership Teams & Content Coaches
- Building/Grade Level Content Teams
- Non-Tenure Community of Practice Team Sessions (Non-tenure **CoP**) *mentors invited
- Individual/Grade level staff (data discussions)
- Students so they are actively engaged in the learning and assessment process focused on goal setting
- School Board Members educated through presentations
- Educators who are piloting or implementing new curriculum materials (teach them the right way early on vs. trying to change current practices)
- Community members (articles in community news)
- State House/Senate Members

- How/When to do this:**
- Keep the focus as an ongoing topic, but teach using different articles, areas of focus, and different groups
 - Co-Leading Data Conversations with Principals/Teachers
 - New curriculum materials
 - Sharing/reading of articles at leadership meetings
 - Work with specific teams based on need(s) or opportunities
 - Summer Learning Institute courses or book studies
 - Through existing meeting structures such as staff meetings, opening day professional learning, or early release sessions throughout the year
 - Non-Tenure Community of Practice Sessions (Non-tenure **CoP**) *mentors also invited
 - Board Meeting Presentations
 - Phone calls or emails to Representatives/Legislators

- When:**
- Administrative Team Meetings
 - Administrative Team Summer Learning Retreat Sessions (Admin and/or Admin with teacher teams)
 - Opening Day professional development sessions for teams who are ready
 - Sprinkle at new teacher orientation sessions
 - Non-Tenure Community of Practice Sessions (**CoP**) *Mentors invited
 - Communication in the quarterly community "Rocket City News"
- What to Use: MAC/ALN Materials**
- MAC Materials/Resources/Website/MAC in a Moment, Think Points
 - MAC Reads, State-wide Book Study
 - Assessment Literacy Standards (ALS)
 - Assessment Learning Network Materials (ALN)
 - Assessment Learning Modules (ALM online modules on MVU)
 - Assessment Learning Institute (ALI)

Administrative Team & Teacher Leader 2 Day Session

Sharing Action Plan Ideas

Module Focus: Formative Assessment

- **Concept 1: Define Formative Assessment**
 - Utilized multiple slides from the module that included summaries around the research
 - High Leverage Strategies (Activity & Discussion)
 - Balanced Assessment System (MAC Article *What Constitutes High Quality Balanced Assessment System*)
- **Concept 2: Components of Formative Assessment**
 - Use of slides from the module
 - Handout: The FA Process Graphic
 - What Do We Mean by FA?
 - MAC Article Reading & Activity; FAME Planning Document
 - Learning Targets: Use module slides and video examples
 - FA Tool List – Activity: code if currently use F.A. tools vs. code those that were new ideas
 - Formative Feedback vs. Ego/Evaluative Feedback
 - Video: Feedback Dylan Williams



Administrative Team & Teacher Leader 2 Day Session

Sharing Action Plan Ideas

Module Focus Continued:

- **Concept 3: Formative Assessment in the Instructional Cycle**
 - Use of module slides
 - Formative Assessment in the instructional Cycle:
 - Videos (2 levels) & dicussion
- **Concept 4: Teacher Assessment Literacy**
 - MAC Article: *What Do We Mean by Assessment Literacy* & Debrief
 - Assessment Literacy Standards for Teachers
 - Connections to the 5-D Rubric (What we use in our district)
- **Concept 5: Administrator Assessment Literacy**
 - Use of module slides
 - MAC Article: *What Conditions are Necessary for Successful Implementation of Formative Assessment* & follow up conversation
 - Assessment Literacy Standards for Administrators
- **Summary Activities:**
 - Posters of quotes – carasual activity
 - Making connections and sharing ideas

Non-Tenure Community of Practice (CoP) Session 1

Sharing Additional Action Plans

Module Focus: Becoming Assessment Literate Community of Practice

Setting the purpose for our time together

Learning Activities:

- Introductions (*K-12 non-tenure teachers; staff did not necessarily know one another*)
- Norms of Collaboration
- Grounding Activity - Visual Synectics
- Five different MAC Articles (Jigsaw Reading and Activity)
 - *What Do We Mean by Assessment Literacy*
 - *What Do We Mean by Formative Assessment*
 - *What Conditions Are Necessary for FA Implementation*
 - *What Constitutes a High Quality Comprehensive System*
 - *Start with a Purpose When Choosing an Assessment*
- Understanding the Difference between Assessment **of** vs. Assessment **for** Learning
 - Use module slides for background knowledge
 - Article Reading & Jigsaw Activity after reading
 - Data collection tools
 - Analyzing data (data protocol activity)

Non-Tenure Community of Practice (CoP) Session 1

Module Focus: Becoming Assessment Literate Community of Practice

Learning Activities Continued:

- Clear Learning Targets (used module content)
- Connections to 5-D Rubric
- Making Connections from tonights learning to their classroom

Closing Activity:

- From today's learning, commit to one thing that you will do in your classroom around formative assessment and bring back to our next session to share with others.

Sharing Additional Action Plans

Non-Tenure Community of Practice (CoP) Session 2

Sharing Additional Action Plans

Module Focus: 21st Century Learning

- **Share the Essential Question:**
 - Why is it important for the educational community to be assessment literate?
Think time & Group Up and Share Discussions
- **Review and Build upon the concepts address in Session 1:**
 - Share strategy personally set in previous session, and share outcomes w/teammates
 - Review Assessment *for* Learning vs. Assessment *of* Learning
 - Frame ideas as an artifact of our review
 - **Read Article:** *What Do We Mean by Assessment Literacy?*
 - Margaret Heritage Video: [Video Assessment for Learning](#)
 - Connections made to the importance of students being involved in the process (5-D Rubric Connections)
 - [21st Century Learning Video](#) from Module
 - High Leverage Strategies Activity and Reflections
 - Module content slides: Key Concept 2: Implications for Assessment
 - Poster creation by table team as closing activity
 - Components of a 21st Century Classroom

Action Planning Time (5-10 minutes)

Action Planning:

Documenting New Ideas

Action Planning Process

- Jot ideas of things that you have already done to build assessment literacy skills within your staff.
- Document ideas of things you can use back in your district. Note new ideas gathered from the session or from conversations with those at your table.
- Ask questions of those around you.
- Take a specific sample from today (ALN article, idea, concept, etc. and build a draft plan that you can take back to share with others in your district.

Gathering More Ideas

Documenting Additional Ideas

Gathering More Ideas (8-12 minutes)

Team Up/Share Ideas: (5-7 minutes)

- Get up and find three other people from around the room to share your thinking and gather additional ideas from those you are talking to.

Stop and Jot: (3-5 minutes)

- Record the new ideas you learned from your most recent group.
- Add to any notes you had previously taken.

Reminder of our Goal: We want you to leave with specific ideas to take with you as you plan how you will use the information to increase the assessment literacy skills of those within your realm of influence.

Share Out & Question and Answer Time

Questions
And
Answers

Time for:
Questions and Answers
Sharing A-ha Learning

The MAC Believes . . .

About assessment . . .

- Quality education depends on the alignment of curriculum, instruction and balanced, meaningful assessment which supports, as well as, verifies learning.
- Assessment systems should balance the needs of all users.
- Good assessment supports student learning.
- Effective use of the formative assessment process in classrooms, contributes to the development of life-long learners.

About students

- Students are the most important users of assessment information.
- Students deserve the benefit of high-quality instruction and assessment practice.
- Students deserve to benefit from a balanced assessment system.

About educators

- All educators need to be assessment literate.
- All educators should be given the opportunity to learn to become assessment literate.

About us

- We believe the MAC's role is to collaboratively engage with others in the work of advancing assessment literacy and advocating for excellence in assessment practice and systems.





Improve Assessment.
Increase Success.

Want to learn more about assessment?
Visit our Assessment Resource bank.

For more information, stop at the MAC booth for more specific tools and various publication materials to support you through this important work in your district.