

# Developing Quality Classroom Summative Assessments



**Three-day series: 9:00 am – 3:00 pm**

- September 29–30, 2025
- December 1, 2025



In person at the MAC office:

**Michigan Assessment Consortium, 1980 N. College Rd., Mason, MI 48854**

## SERIES DESCRIPTION

Developing high-quality classroom assessments requires careful planning and deliberate effort. This three-day professional learning series is designed to delve into the complexities of designing impactful, precise classroom summative assessments.

Participants will study high-level content based on Rick Stiggins, Jan Chappuis and Steve Chappuis' **5 Keys to Quality Classroom Assessment**<sup>1</sup> and engage in an interactive, comprehensive process that will enable them to develop robust tools for gathering reliable evidence, featuring high-quality items to thoroughly evaluate student learning.

This series shines a light on the critical importance of thoughtful design, development, and implementation in crafting effective classroom summative assessments that truly measure student achievement.

## SERIES OUTCOMES:

- Deepen participant understanding of Balanced Assessment Systems to include Assessment **for** Learning and Assessment **of** Learning.
- Enhance participant understanding and ability to design and/or refine summative assessments that are both accurate and effective through the use of a test blueprint.
- Improve participant understanding of the “art and science” of quality item selection and/or development.
- Increase participant confidence in their ability to implement assessments effectively, including administration, accommodations, and analysis of assessment results.
- Enhance participant abilities to communicate assessment results clearly and transparently, making them accessible and comprehensible to students, parents, and other stakeholders, thereby clarifying and simplifying the assessment process.
- Promote participant awareness of the need for student voice and choice as well as strategies available to increase them in the assessment process.
- Collaborate and network with colleagues, fostering a community of practice focused on continuous improvement in assessment strategies.
- Deepen the assessment literacy of participants.

<sup>1</sup> 5 Keys to Quality Classroom Assessment

referenced in R. Stiggins, J. Chappuis, Classroom Assessment for Student Learning: Doing It Right—Using It Well, 3<sup>rd</sup> Edition (Portland, OR: Pearson Assessment Training Institute, published January 1, 2019 © 2020)

**AGENDA DAY ONE & DAY TWO****Better Assessments Require Better Assessment Literacy**

- Balanced Classroom Assessment Systems
- Assessment Literacy
- 5 Keys to Quality Classroom Assessment

**Key 1: Purpose***Why are we assessing?*

- Assessment **for** or Assessment **of** Learning

**Key 2: Clarity***What are we assessing?*

- Types of Standards
- Depth of Knowledge

**Key 3: Sound Design***How are we assessing?*

- Standard/Item Alignment
- Balance of Representation
- Target-Method Match
- Types of Assessment Methods
- Quality Item Development
  - Selected Response
  - Constructed Response/Scoring Guides
  - Performance Items/Rubrics
- Test Blueprints
- Test Administration/Accommodations Guidelines

**AGENDA DAY THREE****Revisiting the Foundation for Quality Assessment**

- 5 Keys to Quality Classroom Assessment

**Key 3: Sound Design***How did the assessment perform?*

- Test Analysis

**Key 4: Sound Communication***How do we share results?*

- Communication of Results

**Key 5: Student Involvement***How do we engage students in the assessment process?*

- Developing Assessment Capable Learners

**REGISTER**

**Cost:** \$500.00 per person

*Fee includes participation, all session materials, and lunch for all series sessions*

**Register:** [mac.memberclicks.net/dqcsa-25](http://mac.memberclicks.net/dqcsa-25)

**Questions?** Email Ellen Vorenkamp at [evorenkamp@michiganassessmentconsortium.org](mailto:evorenkamp@michiganassessmentconsortium.org)