

Early Literacy Assessment System (ELAS) Project Launch

February 6, 2019

10:00 - 11:00 a.m. EST



Webinar Participant Norms

To optimize the sound quality for participants - **microphones will be muted.** (with the exception of presenters 😊)

We will monitor the **chat box for questions** and comments as they occur throughout the webinar and insert - as able and at scheduled intervals.

This is a **help line** (MAC office phone) if you have difficulties connecting or other questions. 517.816.4520

Webinar Hosts Today...



Kathy Dewsbury-White
MI Assessment Consortium
President/CEO



Brandy Archer
MI Department of Education
Literacy Manager



Jim Pellegrino
UIC, Learning Sciences
Research Institute, co-director

Agenda of Topics

- I. Project Purpose, Design and Desired Outcomes
- II. Overview of the Project Product & Process
- III. Project Theory of Action and Introductory Presentation
- II. Logistics (calendar, expectations, assurances)

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

Purpose, Design and Desired Outcomes

ELAS Project

Origin of the Project

Literacy rates should be better than they are in the SOM

We have excellent foundation and momentum to improve literacy instruction in the state.

We lack an appreciation for, and an understanding of, the role assessment plays in supporting learning.

Districts are required by law to implement “assessment systems” that should help to improve literacy rates, **however...**a collection of assessments and an assessment system are not the same thing.

There is a need for assessment literacy support that enables educators at all levels to implement assessment **systems** that improve literacy achievement for Michigan’s children.

Origin of the Project...continued

MDE enlisted assistance of MI Assessment Consortium (MAC) to:

1. **promote understanding** about what an assessment system is

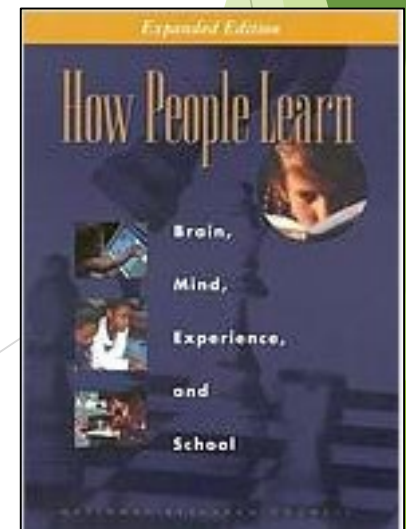
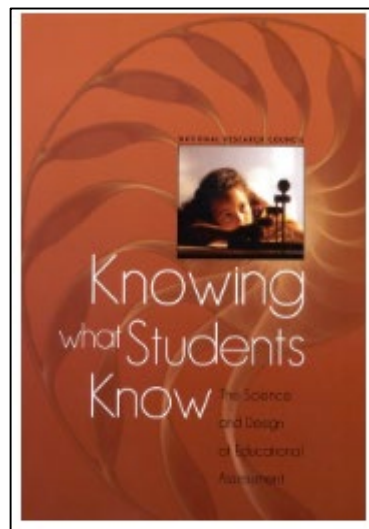
And...

2. Illustrate how a system of assessment can promote effective development of literacy for Michigan's children.



Leadership for the Project

James Pellegrino is Liberal Arts and Sciences Distinguished Professor of Cognitive Psychology and Distinguished Professor of Education at the University of Illinois at Chicago. He serves as co-director of UIC's Interdisciplinary Learning Sciences Research Institute. He served as one of three distinguished editors for two seminal research projects conducted by the National Academy of Sciences that have served as the most widely respected resources on the topics of teaching, learning and assessment in the field of cognitive science for the past 25 years.



ELAS Principal Contributor Group



Jim Pellegrino
Learning Sciences
Research Institute -
Co-Director



Ed Roeber
Michigan Assessment
Consortium- Assessment
Director



Kathy Dewbury-White
MAC/CEO



Brandy Archer
Michigan Department of
Education- Literacy
Manager



Adrea Truckenmiller
Michigan State
University- Assistant
Professor



**AnneMarie
Palinscar**
University of
Michigan- Professor



Eunsoo Cho
Michigan State
University- Assistant
Professor



Miranda Fitzgerald
University of
Michigan
Post Doc Fellow



Nell Duke
University of
Michigan- Professor



Tanya Wright
Michigan State
University-
Associate Professor



Amy Colton
Center for Collaborative
Inquiry- Director
Learning Forward
Michigan-Executive
Director

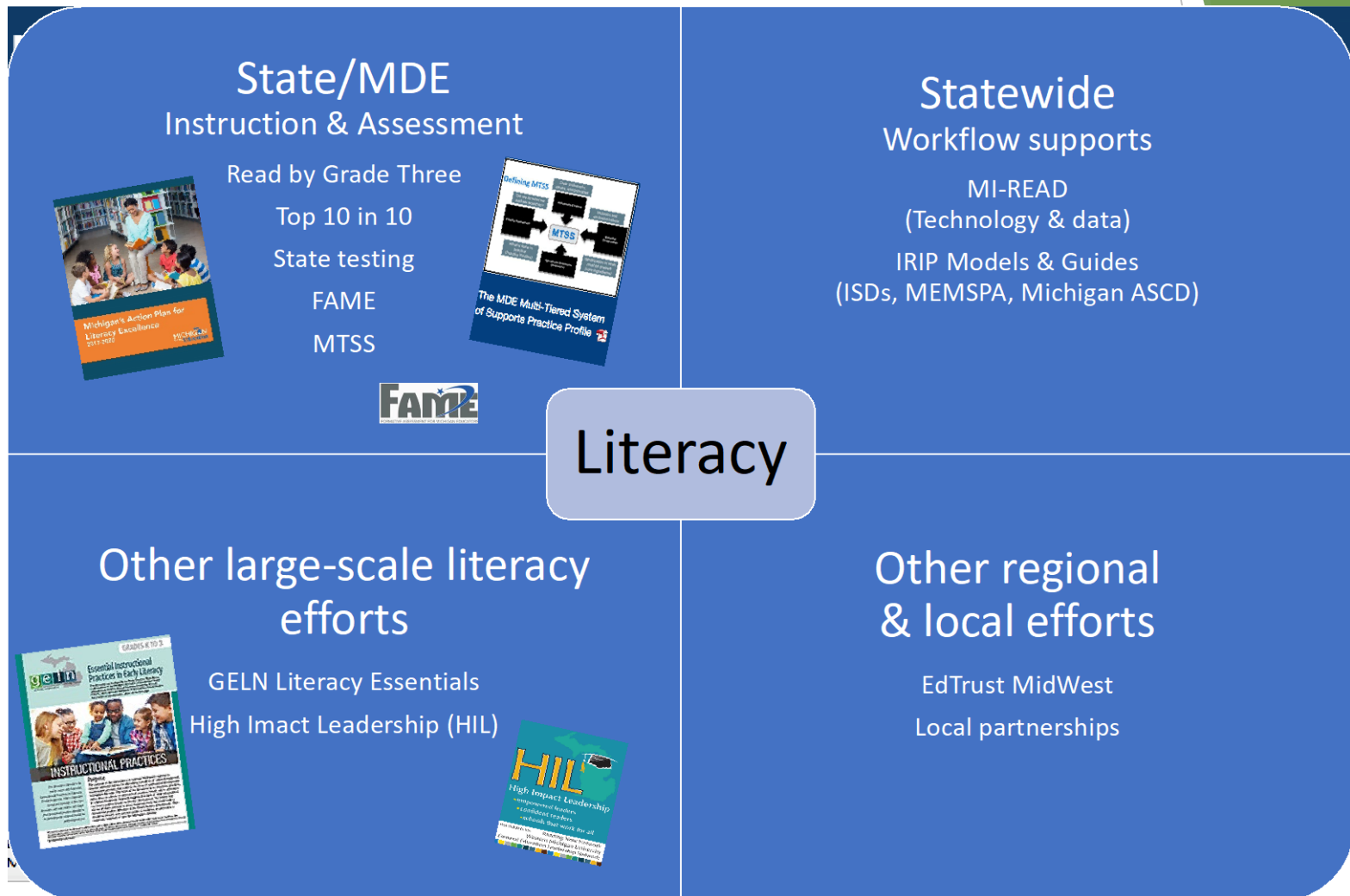


Linda Wacyk
MAC
Communications



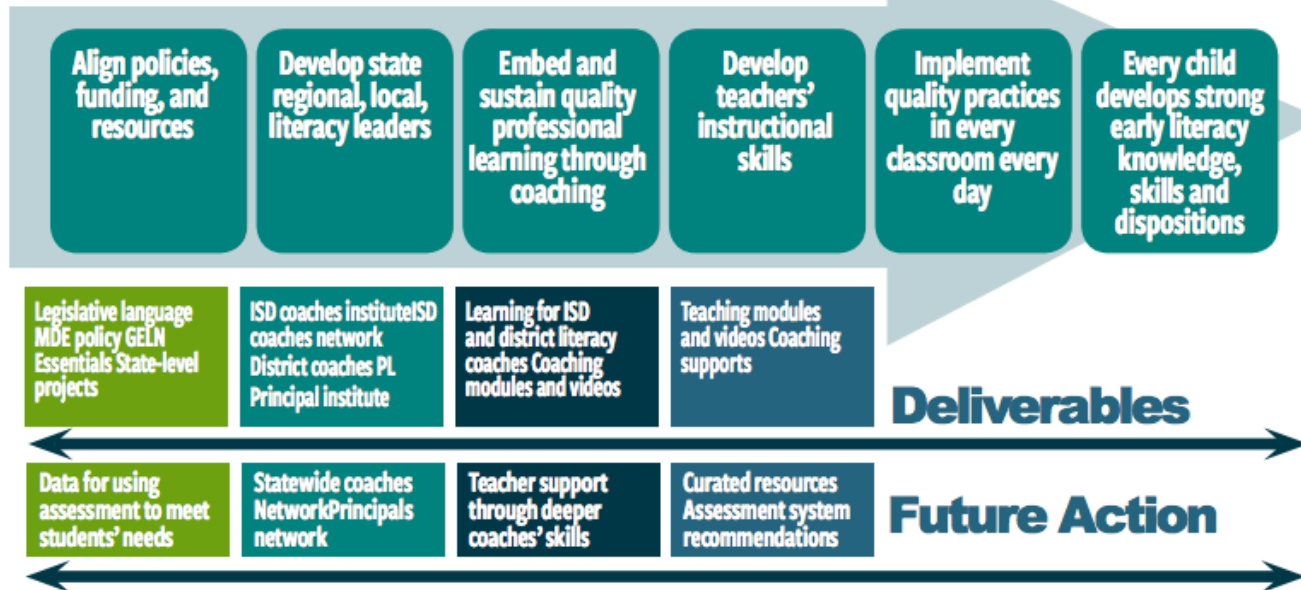
Melissa Usiak
Michigan State University-
Assistant Professor
Michigan ASCD- Executive
Director

Where this project sits in constellation of literacy efforts



Where this project sits in constellation of literacy efforts

Literacy Theory of Action



Source of graphic ELTF Executive Summary
<http://www.gomaisa.org/downloads/gelndocs/executivesummary.pdf>

ELAS Project Design

The Product...

A Report (s) that illustrates models of assessment systems built from best of what we know about how to develop literacy and how to develop and implement assessment systems that support literacy development.

The Process to Develop the Product...

Enlist the expertise to develop the product and *engage front line literacy leadership in the SOM to identify intersections, omissions, & implications.*

ELAS Project Responder Group

Desired Outcomes -- ELAS Project

Front line leadership focused on improving literacy achievement in the SOM use the report and guidance to inform practice/policy/service.

Report serves as foundation for MDE and organizations to build and offer learning opportunities, programs, and incentives that support development of assessment systems, and the assessment literate practice, necessary to increase literacy achievement.

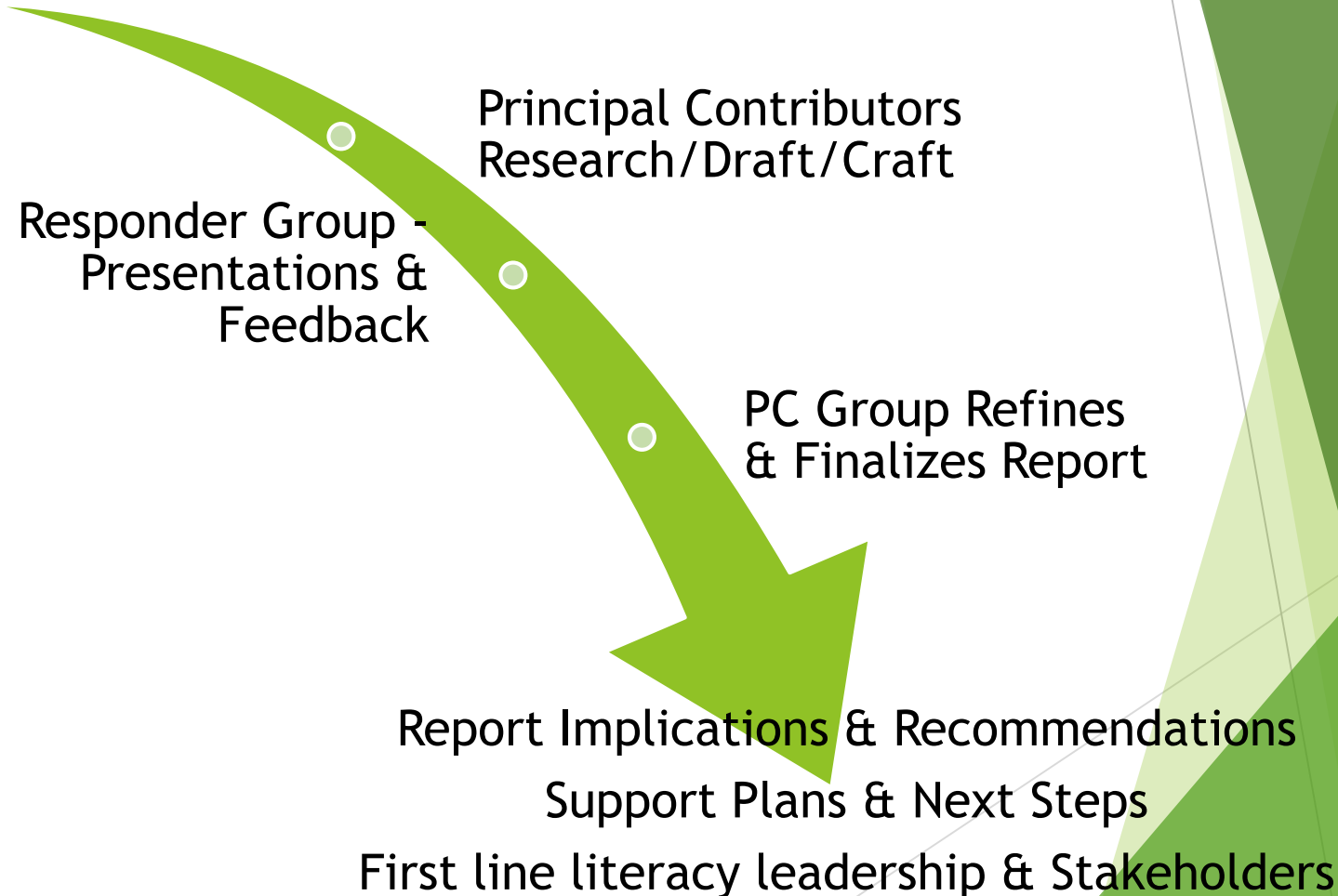
Stakeholders use the report to support sound decisions they make about use of resources (human and capital) applied to literacy achievement.

Overview of the Process

to produce ELAS report

High Level Overview

Product & Process
Conceptualized



Draft Outline ELAS Project Report

Section	Topic
Section A.	Purpose & Background
Section B.	Knowledge From the Learning Sciences
Section C.	Basic Understandings About Assessment
Section D.	Assessment Systems Models/Illustrations
Section E.	Executive Summary, Implications & Recommendations
Section F.	Professional Learning About Assessment to Support Literacy
	Appendix, Bibliography, Glossary

Section A. Background

1. Purpose of document
2. Assumptions & essential questions
3. Audiences
4. Theory of action
5. Context: Standards/Essentials used in state of MI
6. Reference to work of other groups & related work products

Section B. Knowledge from the Learning Sciences

1. How literacy develops in the early years/early grades (home/school)
2. How literacy learning is sustained & grows, through elementary, middle, high school, & beyond
3. Synthesis of studies of teachable skills
4. Socio-cultural/socio-political context that informs literacy development
5. Nature of competencies in literacy and ways students demonstrate competency (what's the evidence and how might it be obtained)

Section C. Basic Understandings About Assessment

1. Types of assessment and how types align to the assessment needs of different users
2. Importance and explanation of assessment validity, reliability, and fairness
3. Constitution of an assessment system (components & principles)

Section D. Assessment System Models/Illustrations

1. How learning to read and write can be measured
2. The purposes for assessment for different users – students and their families, teachers, literacy specialists, administrator, local and state policymakers
3. Assessment types aligned to information needs of users
4. System illustrations (models that can support literacy development and achievement)

Section E. Executive Summary/Implications

1. Structures, policy, staffing, professional learning, a district institutes to maintain an assessment system that will support the development of literacy
2. Implications/Recommendations

Section F. Professional Learning About Assessment in Literacy

1. Learning about assessment required for all users - – students and their families, teachers, literacy specialists, administrator, local and state policymakers
2. Effective forms/formats for assessment learning
3. Next steps to improve the use of assessment to promote literacy development

Appendices

Bibliography

Glossary

Overview Roles & Contributions

Principal Contributor Group

1. Draft sections of the report - utilizing expertise
2. Reviews, edits, redrafts in service of coherent, useful whole
3. Presents big ideas in text, engages RG's for necessary feedback
4. Revise again to finalize and to incorporate feedback contributing to implications & recommendations

Responder Group

1. Engages in pre or post reading/viewing assignments
2. Respond to presentations, using protocol provided
3. Respond to text, using protocol provided
4. Serve as key communicator during calendared sessions & post sessions

Draft Session Outline Reflecting Report Development

Session Date	Projected Topics & Accompanying Report Section
3.13.2019	Overview of Project & ToA, Section A. parts of Section B.
5.23.2019	Parts of Section B. and Section C.
7.26.2019	Section D. & corresponding parts of Section F.
9.25.2019	Section D. and Section E.
11.20.2019	Presentation of Revision/Final & Next Steps

Presentations



Participant Name:

BIG Ideas Section A: B: C: D: E:	Clarifications Section A: B: C: D: E:
Affirmations Section A: B: C: D: E:	Disagreements Section A: B: C: D: E:

Response to Text

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Participant Name:

Section A			
Agree	Argue	Aspire	Addition

Section B			
Agree	Argue	Aspire	Addition

Section C			
Agree	Argue	Aspire	Addition

Section D			
Agree	Argue	Aspire	Addition

Section E			
Agree	Argue	Aspire	Addition

Project Theory of Action & Introductory Presentation

What is meant by an assessment system

-- Jim Pellegrino

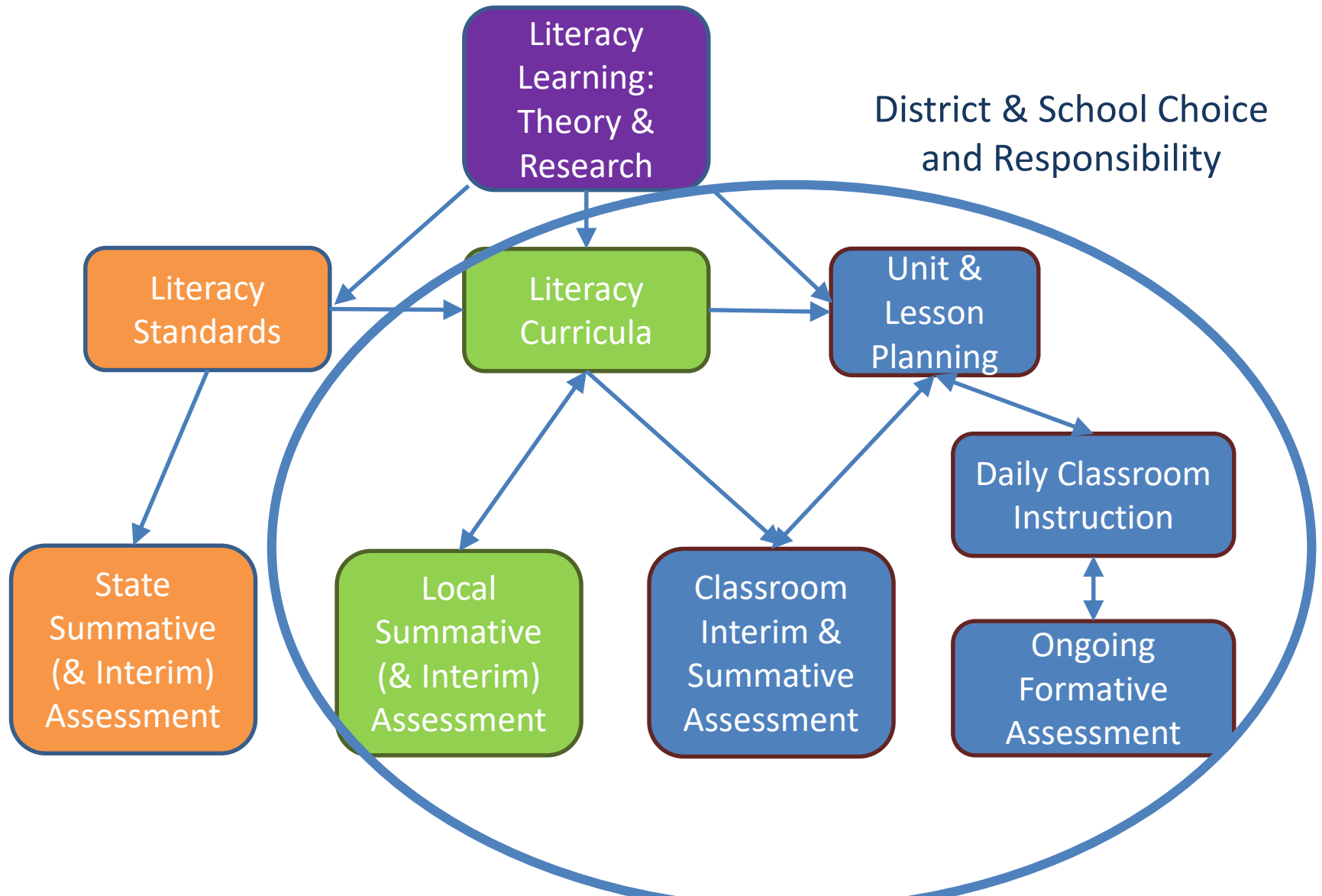
Need for a “Theory of Action”

A common problem at state and/or district levels is that the assessment components are not conceptually coherent.

They often conflict and as a consequence their use doesn't lead to the desired outcomes of educational improvement.

It is essential to make **EXPLICIT** one's assumptions and “theory of action” for the system of assessments.

A “Simple” Model for a Coherent and Coordinated System of Curriculum, Instruction & Literacy Assessments

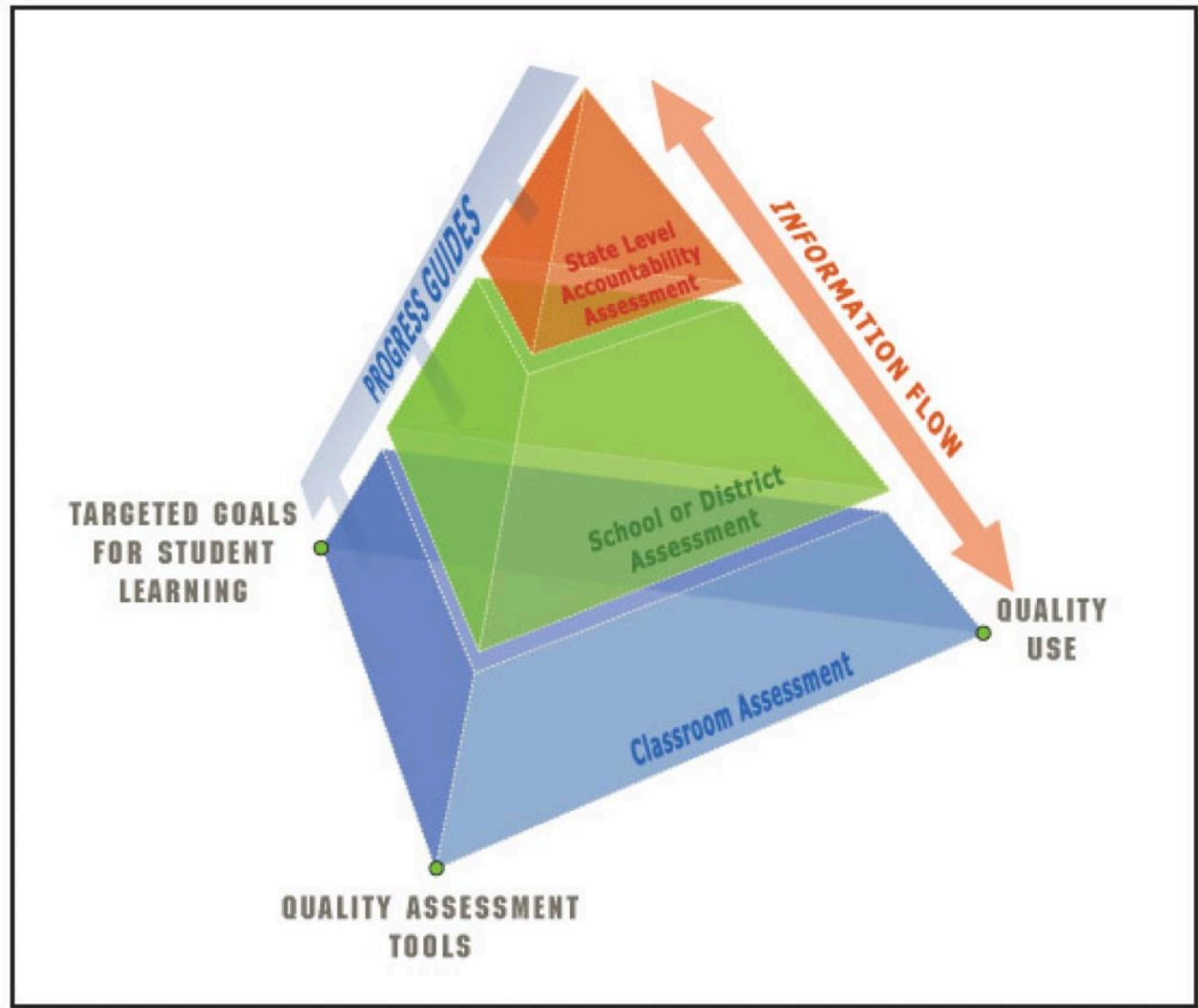


An Integrated System

Coordinated across system levels & purposes

Unified by common learning goals derived from learning theory & research & content standards

Synchronized by unifying progress variables that map out expected trajectories of learning



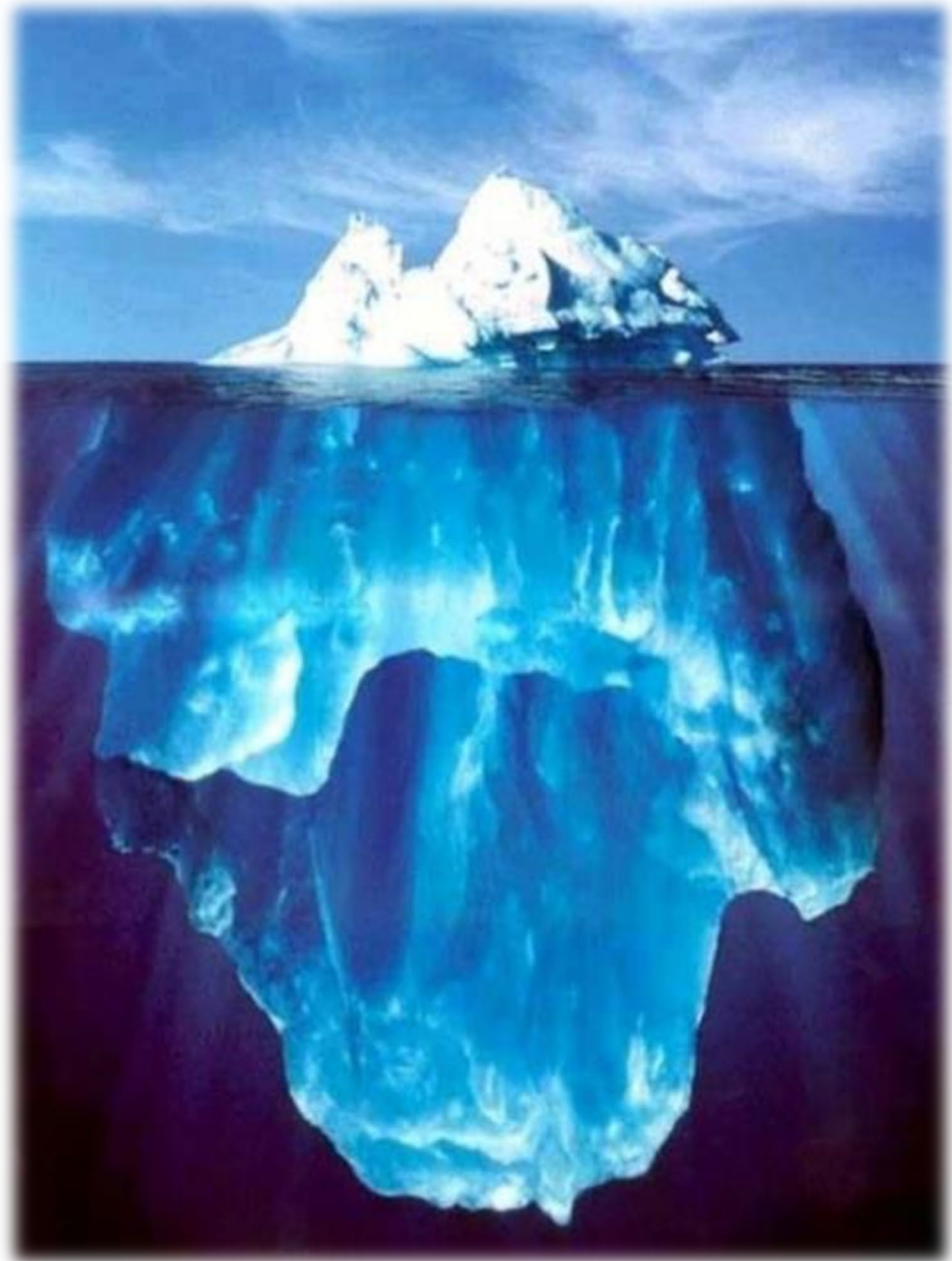
Multilevel Assessment System

Defining an Assessment System

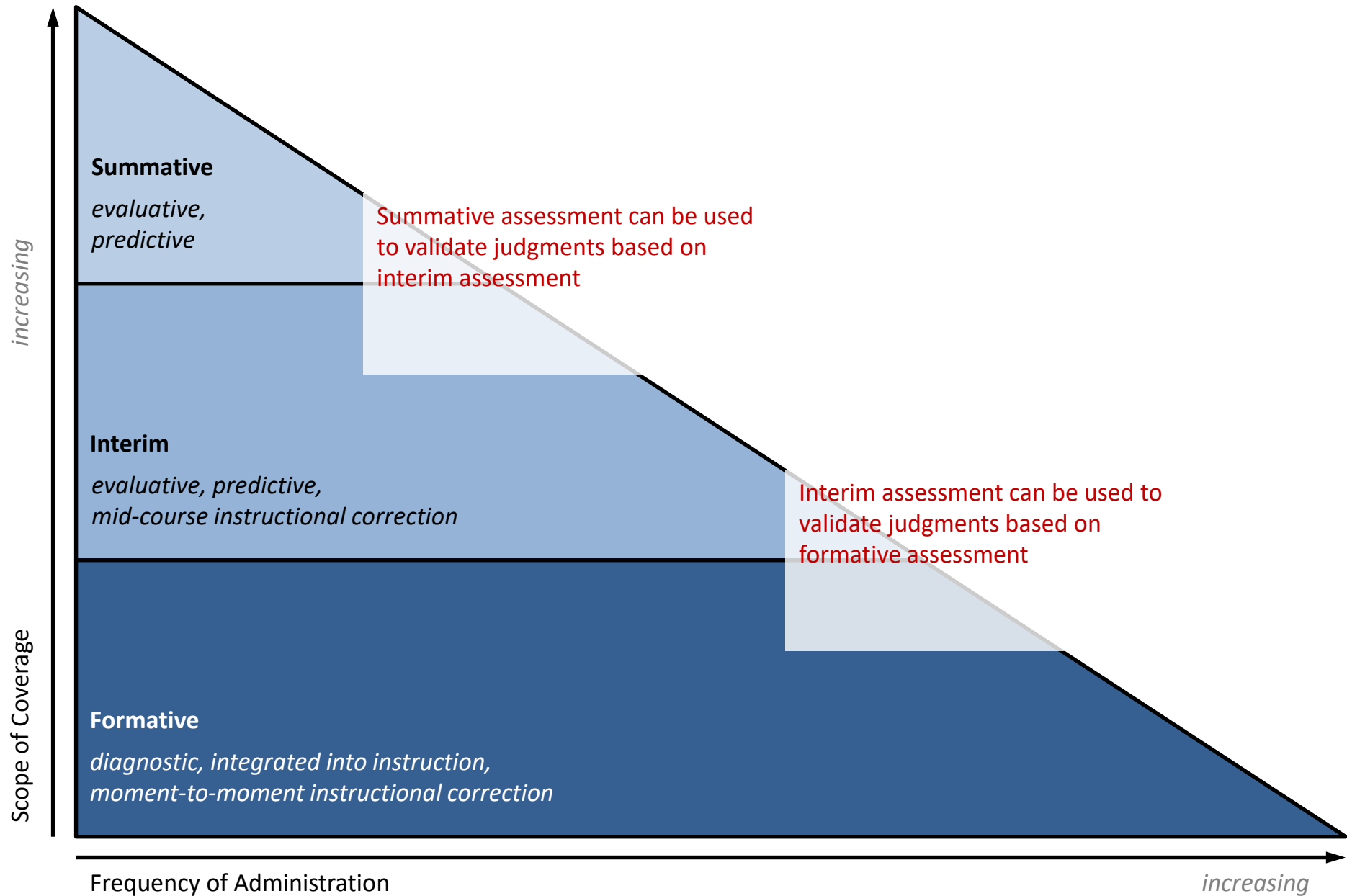
“A collection of assessments does not entail a system any more than a pile of bricks constitutes a house” (Coladarci, 2002).

The system must be composed of elements that cohere and work together in terms of the intended functions and interpretive uses.

Defining Formative, Interim, and Summative Assessment

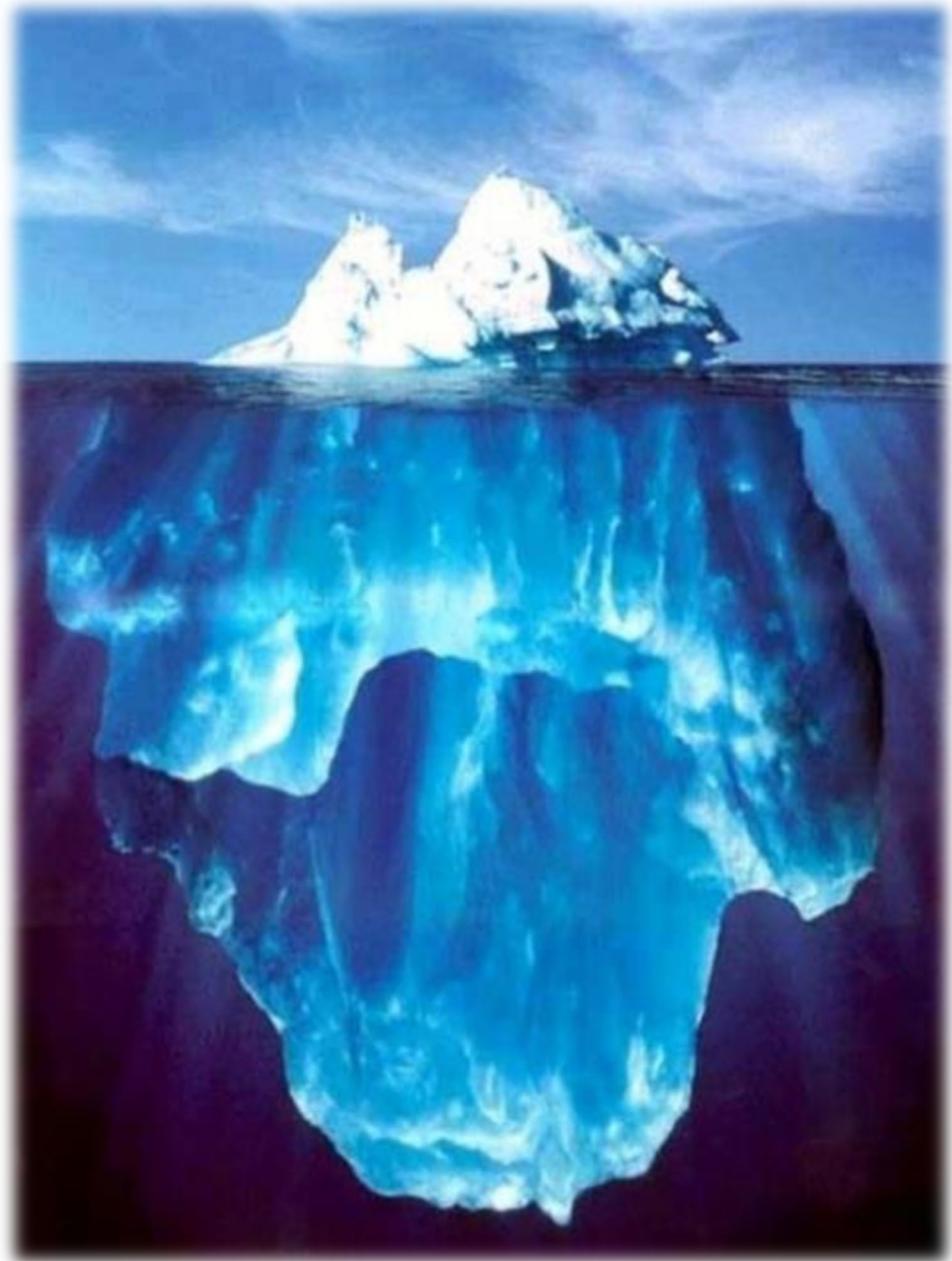


Three “Tiers of Assessment”



		Tier/Type of Assessment		
		Formative	Interim	Summative
Owner	Teacher	<ul style="list-style-type: none"> • Strategically planned mid-period check-ins • Strategically planned end of period check-ins • Homework that will be used to provide at least one round of feedback and revision before grading 	<ul style="list-style-type: none"> • Graded quizzes and homework • Unit projects, papers, and exams • Mid-term exams • Marking period exams 	<ul style="list-style-type: none"> • Final exams, projects, and papers
	District	<ul style="list-style-type: none"> • Not applicable 	<ul style="list-style-type: none"> • Common unit exams, mid-terms, and marking period exams • Common quarterly assessments • District placement tests 	<ul style="list-style-type: none"> • Common final exams, projects, and papers • Common assessments for testing out of a course/credit • Common graduation assessments
	State	<ul style="list-style-type: none"> • Not applicable 	<ul style="list-style-type: none"> • State-provided within-year common assessments 	<ul style="list-style-type: none"> • Annual state tests • End of course state tests

Characteristics and Uses of Formative, Interim, and Summative Assessment



Summative Assessment

Characteristics

- Pauses instruction for evaluation
- Controlled by one or more teachers, schools, districts, or states
- **Covers a macro unit of instruction (e.g., a semester, course, credit, grade)**
- **Infrequent** (e.g., yearly, finals week)
- Administered after completing a macro unit
- Based on who controls assessment, results may be comparable across students, classrooms, districts, and/or states
- A product

Uses

- Evaluate achievement after a macro unit
- **Monitor progress across multiple macro-units**
- Corroborate interim assessment
- Evaluate readiness for the next macro unit
- **After-the-fact evaluation/adjustment of broad instructional practices by individual teachers**
- After-the-fact evaluation/adjustment of curriculum/programming policies by administrators
- **Predict later student outcomes**
- **Grading and accountability**

Interim Assessment

Characteristics

- Pauses instruction for evaluation
- Controlled by one or more teachers, schools, districts, or states
- Covers a **mid-sized** unit of instruction (e.g., a semester, course, credit, grade)
- **Somewhat frequent (e.g., weekly to quarterly)**
- **Administered before and/or after a mid-sized unit**
- Based on who controls assessment, results may be comparable across students, classrooms, districts, and/or states
- A product

Uses

- Evaluate achievement after a **mid-sized** unit
- Monitor progress **within** a macro-unit (e.g., semester, course, credit, grade)
- Corroborate **formative** assessment
- Pre-test to tailor unit instructional plans for the group and individual students
- **Identify post-unit remedial needs**
- **Mid-course** self-evaluation and adjustment of teacher classroom practices
- **Mid-course** evaluation and adjustment of school and district policies and programs
- **Predict performance on summative assessment**
- Grading (and **possibly** accountability)

Formative Assessment

Characteristics

- **Facilitate effective instruction** (does not pause instruction)
- Learning goals and criteria are clear to students
- Students self-/peer-monitor progress toward learning goals
- Students and teachers receive frequent feedback
- Jointly controlled by each teacher and students
- **Covers a micro unit of instruction on a frequent basis (e.g., at least once per class period)**
- Tailored to a set of students and an instructional plan
- **Might be comparable for a classroom, but not beyond**
- **Not a product (e.g., quiz, test, bank of questions/tests), a process**

Uses

- Engage students in learning/metacognition through frequent feedback and self-/peer-evaluation
- **Monitor moment-to-moment student learning**
- Diagnose immediate individual and group instructional needs
- **Adjust/differentiate instruction in the moment**
- Self-evaluate micro-unit instructional effectiveness
- Student results from formative assessment are not appropriate for use in grading or accountability; however, ratings of the quality of formative assessment practice may be appropriate for use in accountability

Locus of Effects of Information Derived from Each Tier

- ▶ Tier 1: Long-cycle (State or District tests; Summative)
 - ▶ Student monitoring
 - ▶ Curriculum alignment
- ▶ Tier 2: Medium-cycle (Interim; Benchmark)
 - ▶ Improved student monitoring of the state of their learning and connections among content
 - ▶ Improved teacher cognition about learning
- ▶ Tier 3: Short-cycle (Classroom; Formative)
 - ▶ Improved classroom practice
 - ▶ Improved student engagement
 - ▶ Student metacognitive monitoring of the state of their knowledge

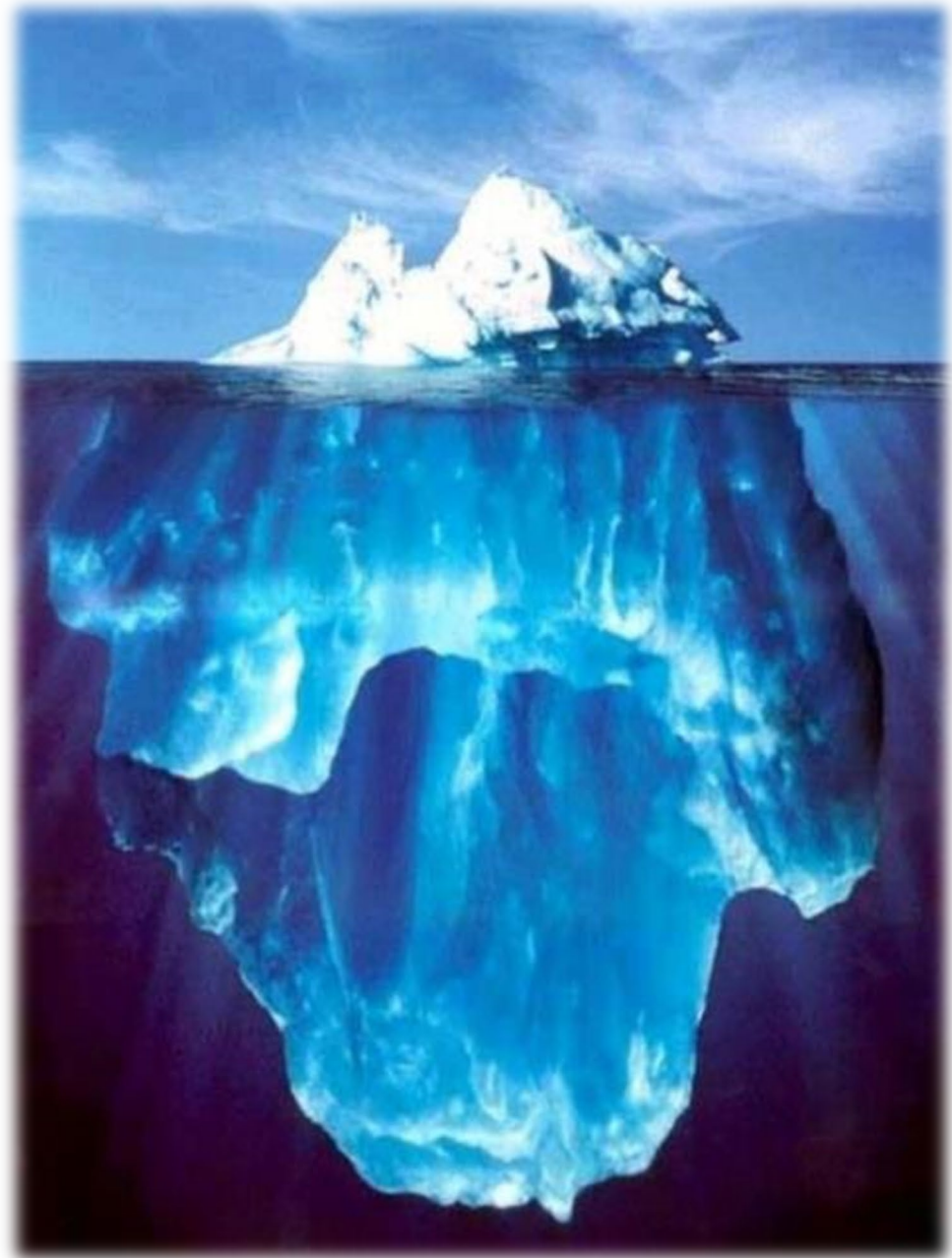
Models/Illustrations of Assessment Systems Necessarily Include...

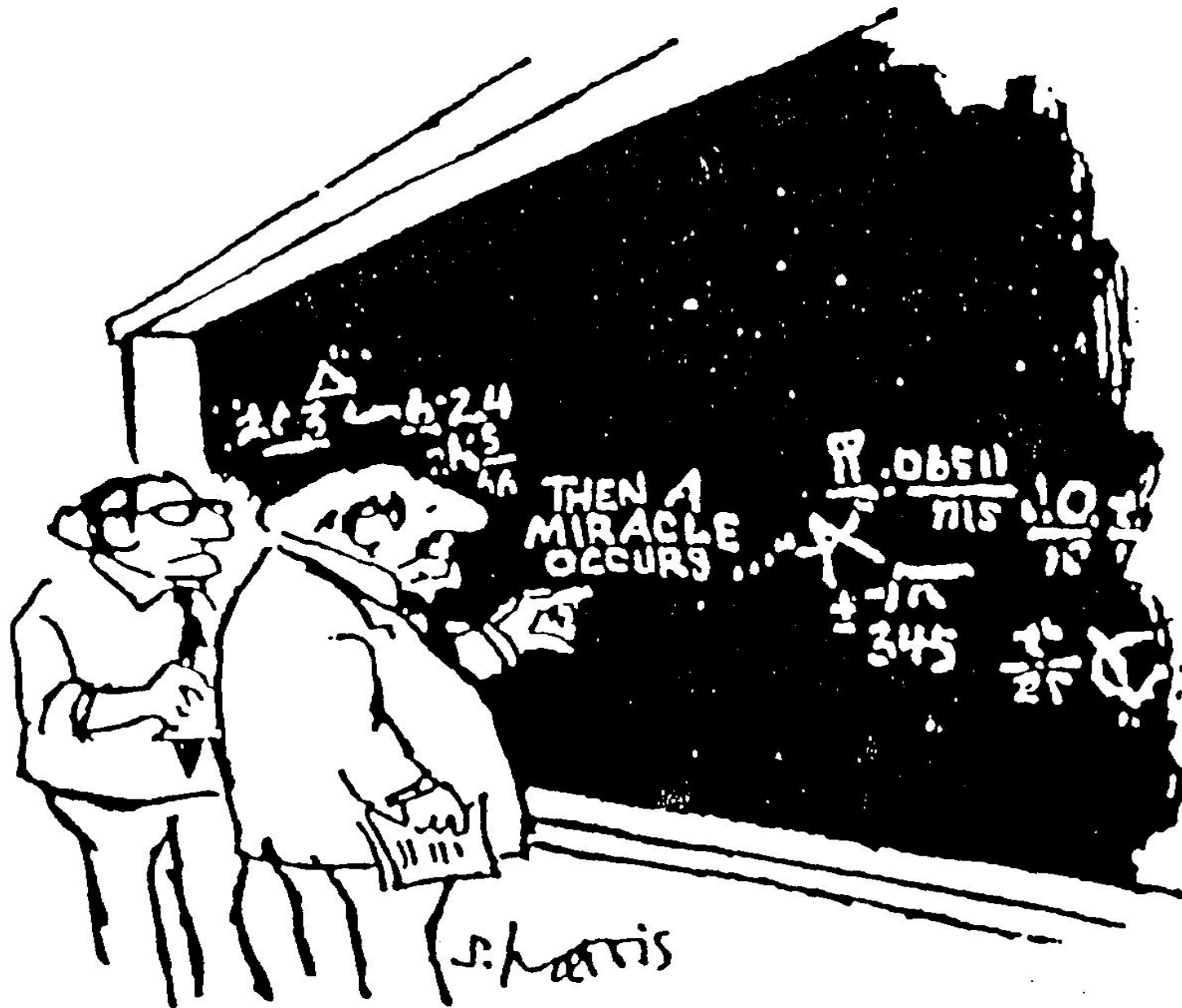
- ▶ Components and their purposes and users
- ▶ Criteria for selection
- ▶ Expectations for use
- ▶ Focusing on coherence
- ▶ Avoiding proliferation of assessments
- ▶ Caveat Emptor
- ▶ Monitoring use and outcomes - intended and unintended consequences

What are some key “take away” points?

- ▶ Assessment is not a simple matter and not just one thing -- it takes multiple forms for multiple purposes
- ▶ Designing good assessment is very challenging -- need solid conceptual foundation about what students should know and how they should know it.
- ▶ Assessment needs to be part of an integrated system of curriculum, instruction & assessment
- ▶ A major challenge is helping teachers use assessment productively in their ongoing practice -- especially formative assessment

WHY A “*THEORY
OF ACTION*” IS
CRITICAL IN
SYSTEM AND
COMPONENT
DESIGN AND
ALIGNMENT





"I think you should be more explicit here in Step Two."

Logistics

Calendar, Expectations, Assurances

ELAS Responder Group Calendar

March 13, 2019	9:00am-3:00pm	Washtenaw Intermediate School District 1819 S Wagner Rd. Ann Arbor, MI, 48106 Room: Seminar #1
May 23, 2019	9:00am- 3:00pm	MEMSPA Lower Level 1980 N College Rd. Mason, MI 48854
July 26, 2019	9:00am- 3:00pm	MEMSPA Lower Level 1980 N College Rd. Mason, MI 48854
September 25, 2019	9:00am- 3:00pm	Washtenaw Intermediate School District 1819 S Wagner Rd. Ann Arbor, MI, 48106 Room: Seminar #2
November 20, 2019	9:00am- 3:00pm	MEMSPA Lower Level 1980 N College Rd. Mason, MI 48854

Expectations: ELAS Project Responder Group

Assignments: Complete pre or post assignments (e.g. review Agenda's, provide individual feedback using protocol provided and in time for PC group to consider and use)

Participation: (e.g. attend not fewer than 4 sessions and all sessions, adhere to adopted group norms)

Communication: (e.g. serve as key communicator - representing project messages accurately, assisting with intersections of work groups presently serving as front line literacy leadership in SOM)

Group Norms

Principal Contributor Group (adopted 1.23.2019)

- ▶ Engage and listen actively
- ▶ Review materials prior to work sessions
- ▶ Press for clarification
- ▶ Honor the process
- ▶ Submit work promptly
- ▶ Work to consensus
- ▶ Representing multiple points of view
- ▶ We put IDEAS on the table, not ourselves

Responder Group (____3.13.2019)

For Initial Consideration...

- ▶ Review materials pre/post sessions as needed
- ▶ Adhere to timelines identified for feedback
- ▶ Engage and listen actively
- ▶ Press for clarification
- ▶ Honor the process
- ▶ Represent multiple points of view
- ▶ We put IDEAS on the table, not ourselves

Preview Sample Agenda Session 1

March 13, 2019

Item I	Welcome/Overview: Project Purpose & Participants
Item II	Theory of Action- ELAS project & Project Outcomes
Item III	Norms, Protocols, Roles, Expectations
Item IV	Presentations= Big Ideas Section A., portions of Section B
Item V	Feedback & Interaction via Protocols (utilizing small groups and individual feedback)
Item VI	Previews, Next Steps, Homework or Pre-assignments (if applicable/necessary/available)

*Items IV. V. & VI occur for each session (working through Report Sections A. - F.)

Contact Information

Michigan Assessment Consortium

www.michiganassessmentconsortium.org

517-816-4520

Kathy Dewsbury-White

kdwhite@michiganassessmentconsortium.org

Brandy Archer

archerb2@Michigan.gov

Thank you!

See you March 13, 2019!

Washtenaw ISD

1819 S Wagner Rd.

Ann Arbor, MI, 48106

Room: Seminar #1