



# RETURN-TO-SCHOOL ASSESSMENT GUIDANCE: A FRAMEWORK FOR HIGH-QUALITY ASSESSMENT SYSTEMS

## Introduction

The Michigan Assessment Consortium has published *Return-to-School Assessment Guidance: A framework for high-quality assessment systems* to clarify the essential components of an assessment system and assessment practice schools should consider as they work to comply with specific requirements in Governor Whitmer’s, [Executive Order 2020-142](#) and the companion [MI Safe Schools: 2020-21 Return to School Roadmap](#). Together, they articulate requirements and recommendations for schools as they adopt COVID-19 Preparedness and Response Plans indicating how they will safely provide schooling across the various phases identified in the [Michigan Safe Start Plan](#).

This *Return-to-School Assessment Guidance* document suggests critical components to consider within an assessment system that will move learning forward during 2020-21, no matter where and how learning takes place. A companion document, [Return-to-School Guidance: Grading for learning](#), is also available.

Please note that all the document’s Enduring Understandings and Critical Components are constants—regardless of learning circumstances. The Student Access strand, in particular, highlights and elevates immediate issues in relationship to technology and remote learning tools we might leverage to continue to use assessment to support and advance learning within our current educational context.

## How to use this document

The content in the columns labeled “Gold Standard” and “Acceptable Variation for Implementing the Critical Component” describe how a district can move toward full implementation of a high-quality assessment system. The column “Short Term/Get Ready to Implement” suggests an immediate “checklist” of action steps that can guide implementation. Review of the Long Term/Implement, Monitor and Evaluate columns during planning will help to determine processes to monitor and evaluate implementation in order to ensure success.

The phases – Get Ready, Implement, Monitor and Evaluate – align with the Michigan Integrated Continuous Improvement Process (MICIP) and are intended to support districts’ progress toward the implementation of a High-Quality Assessment System.

For more information about the MAC’s *Return-to-School Assessment Guidance* as well as steps districts can take to provide professional learning and other activities to implement this *Guidance*, please contact: [Kathy Dewsbury-White at kdwhite@michiganassessmentconsortium.org](#).

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## Strand: ASSESSMENT ALIGNED WITH PURPOSE

- The purposes of assessment have been clearly articulated and are understood by all stakeholders.
  - Assessments used are of high-quality

<p style="text-align: center;"><b>Enduring Understanding</b></p> <p>All users have the necessary assessment literacy skills, knowledge, and dispositions to effectively use the assessments for their intended purpose within our assessment system.</p>	<p style="text-align: center;"><b>Resources</b></p> <ul style="list-style-type: none"> <li>Assessment Literacy Standards: <a href="https://www.michiganassessmentconsortium.org/assessment-literacy-standards">https://www.michiganassessmentconsortium.org/assessment-literacy-standards</a></li> <li>Start with Purpose When Choosing an Assessment: <a href="https://bit.ly/LP-Purpose">https://bit.ly/LP-Purpose</a></li> </ul>
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Assessment Aligned with Purpose			Short Term	Long Term	
<p><b>CRITICAL COMPONENT:</b> What are the essential components of <b>ASSESSMENT ALIGNED WITH PURPOSE</b> in a high-quality assessment system?</p>	<p><b>“GOLD STANDARD” for Implementing the Critical Component</b> What would you see when this component is implemented well?</p>	<p><b>ACCEPTABLE VARIATION for Implementing the Critical Component</b> What adaptations are acceptable/contextual without losing value?</p>	<p style="text-align: center;"><b>Get Ready to Implement</b></p>	<p style="text-align: center;"><b>Implement</b></p>	<p style="text-align: center;"><b>Monitor and Evaluate</b></p>
<p style="text-align: center;"><b>Assessment purpose(s)</b></p>	<p>Assessments are considered and selected based, in part, upon the desired purpose(s) of the assessment within the overall assessment system.</p>	<p>Assessments are considered and selected based, in part, upon the desired purpose(s) of the assessment.</p>	<p>The purpose of each assessment within the broader assessment system has been identified.</p>	<p>Administration and use of assessments are adhered to in accordance with the defined purpose.</p>	<p>Administration of assessment(s) in accordance with the defined purpose, is monitored through walk-through observations and lesson plan review.</p>

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	Assessment purpose matches the desired outcomes.	Assessment purpose matches the desired outcome.	Assessments have been identified for each of the identified purposes.		
<b>Stakeholder understanding of purpose</b>	All stakeholders including staff, students and parents understand that the purpose of each assessment within the assessment system, includes to monitor progress and provide feedback to inform future action steps.	Some stakeholders understand that the purpose of assessment is to monitor progress and provide feedback to inform future action steps.	Communication for staff, parents and students is prepared and presented which explains the assessments and the purpose of each.	Communication is distributed and/or presented to the targeted groups and follow-up conversations are held, as needed, to address questions.	Feedback from stakeholder groups is gathered and considered in future action steps.
	The purpose(s) of each type of assessment (such as annual summative, benchmark/interim, diagnostic, placement, progress, etc.) is identified and understood prior to testing and considered during use.	A general understanding of each type of assessment used is evident and considered during use by all users.	A communication tool for staff defining each type of assessment and the purpose of each is created and shared as part of professional learning.	Communication and professional learning are provided to users of the assessments.	Completion of professional learning is monitored. Attendance at the identified professional learning is monitored. Follow-up discussions and/or coaching will be used to monitor and support implementation.

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<b>Balanced, coherent system</b>	<p>Student assessments are selected and implemented to form a coherent, balanced assessment system that address a variety of purposes:</p> <ul style="list-style-type: none"> <li>• Student Improvement</li> <li>• Instructional program improvement</li> <li>• Student, teacher, or system accountability</li> <li>• Program evaluation</li> <li>• Prediction of future performance/achievement</li> </ul>	<p>Student assessment addresses several but not all purposes:</p> <ul style="list-style-type: none"> <li>• Student Improvement</li> <li>• Instructional program improvement</li> <li>• Student, teacher, or system accountability</li> <li>• Program evaluation</li> <li>• Prediction of future performance/achievement</li> </ul>	<p>Selected assessments within a district/school assessment system are chosen to align with the identified purposes and users' needs.</p> <p>Selected assessments form a balanced and coherent system which addresses the needs of the users.</p>	The balanced assessment system is implemented, and users are making use of the identified assessments for the identified purpose(s).	Administration and use of the assessments are monitored for implementation with fidelity.
<b>Suitable assessment of all students</b>	Suitable accommodations on the assessments used for English learners and students with disabilities are available and used.	The suitable accommodations on the assessments used for English learners and students with disabilities are available and used.	Suitable accommodations on the assessments used for learners have been identified and made available for staff.	Suitable assessments are administered to students in accordance with guidelines and students' identified needs.	Review of student assessment needs is conducted, and assessments assigned in accordance with those needs.

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	Suitable assessments used with students with significant cognitive disabilities to meet students’ needs are identified and utilized, as appropriate.	Suitable assessments used with students with significant cognitive disabilities to meet students’ needs are identified and utilized, as appropriate.	Suitable assessments are used with students with significant cognitive disabilities are identified and made available to staff.		
<b>Assessment’s role in continuous improvement</b>	An understanding of the purpose of assessment and the role of assessment within the continuous improvement process is clearly evident.	An understanding of the purpose of assessment and the role of assessment within the continuous improvement process is beginning to emerge.	Professional learning is identified for identified staff to build understanding of assessments and their purpose & the role of assessment in continuous improvement	Professional learning is provided to identified staff in the Michigan Continuous Improvement Process and Cycle and the role of assessments and the use of data in that process.	Attendance at professional learning is monitored and content mastery assessed through exit tickets. Coaching is provided, as needed to support implementation with fidelity.

## Strand: HIGH-QUALITY ASSESSMENTS

- We can ensure that our assessments are of high-quality.

### Enduring Understanding

Quality assessments are a critical attribute of effective teaching and learning.

When assessment is done correctly, the resulting data can be used to make sound educational decisions.

Multiple measures can provide a more balanced picture of a student or a school.

### Resources

- Reliability and validity: How do these concepts influence accurate student assessment?

<https://tinyurl.com/s59umgx>

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<b>Criteria for high-quality assessments are understood</b>	Specific criteria for high-quality assessments are identified and understood by users of the assessment’s prior	Specific criteria for high-quality assessments are identified and understood by users of the assessment’s, prior	Staff <del>is trained</del> will engage in professional learning around the specific criteria of high-quality assessments.	Staff training has been conducted successfully in the identified topics.	Attendance at identified professional learning will be collected.  New staff will be provided training in the specified content.

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	to selection and implementation.  Type of High-Quality Assessment aligns with the learning targets: selected response, constructed response, performance, personal communication. (Target-Method-Match)	to selection and implementation.  Type of High-Quality Assessment aligns with the learning targets: selected response, constructed response, performance, personal communication. (Target-Method-Match)	Staff is trained in the appropriate administration and use of the selected assessment(s), specifically addressing the purpose of each assessment and the use(s) of the results.		Random observations, during assessments, will occur to monitor implementation for fidelity of use within the guidelines and the standardized procedure.
			Staff training includes the components of accurate assessment:  <b>Key 1: Clear Purpose</b> <ul style="list-style-type: none"> <li>• What's the purpose?</li> <li>• Who will use the results?</li> <li>• What will they use the results to do?</li> </ul> <b>Key 2: Clear Targets</b> <ul style="list-style-type: none"> <li>• What are the learning targets?</li> <li>• Are they clear?</li> </ul>		Administration will monitor the appropriate use of each assessment in alignment with the intended purpose.

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			<ul style="list-style-type: none"> <li>• Are they appropriate?</li> </ul> <b>Key 3: Sound Design</b> <ul style="list-style-type: none"> <li>• What method?</li> <li>• Quality questions?</li> <li>• Sampled how?</li> <li>• Avoid bias how?</li> </ul>		
<b>Selection of high-quality assessments</b>	Selected assessments have met the identified criteria (e.g., reliability, validity, fairness) for high-quality assessments.		Assessments are selected that meet the identified technical criteria.	Selected assessments are purchased and included in the assessment calendar.	Assessment calendar is monitored and adjusted, if needed, annually.
	High-Quality Assessments match the purposes for the assessment identified and meet the users’ needs.		Staff is trained in the appropriate administration and use of the selected assessments, specifically addressing the purpose of each assessment and the proper use of results.	Training is provided and staff is supported as needed to ensure administration in accordance with stated criteria.	Administration will monitor the appropriate administration of each assessment.

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<b>Development of high-quality local assessments</b>	<p>Local assessments have been developed collaboratively using the following process:</p> <ol style="list-style-type: none"> <li>1. Determine the purpose for assessing</li> <li>2. Determine the standards or learning targets to be assessed</li> <li>3. Select the assessment methods appropriate to learning targets and assessment purpose(s)</li> <li>4. Design a test plan, or blueprint, that will permit confident conclusions about achievement results</li> <li>5. Select or construct the necessary assessment items and scoring tools where needed</li> </ol>	<p>The eight-step process is followed. However, if it is necessary to use the assessments without pilot testing them first, the test results will be reviewed, poorly functioning items will be deleted, and revised results will be prepared before the results are used for high-stakes decisions.</p>	<p>Local assessment development process is planned according to the steps outlined.</p> <p>Planning includes:</p> <ul style="list-style-type: none"> <li>• Resource identification and allocation (time, funding, staff, etc.)</li> <li>• Staff to be involved</li> <li>• Timeline and calendar for development</li> <li>• Professional learning is developed for staff</li> </ul>	<p>The implementation plan is begun in accordance with the implementation timeline, following the steps delineated.</p> <p>Items that perform poorly during the pilot testing are eliminated or revised.</p> <p>Needed resources are provided throughout the development process.</p> <p>Assessments being considered for purchase and those being written will be reviewed for test bias and cultural sensitivity and revisions will be completed before use.</p>	<p>Progress on activities identified in the timeline and calendar is monitored and adjustments made, as needed.</p> <p>Completed assessments made available with guidance in the identified platform/application is monitored.</p> <p>Ongoing assessment of items' performance will be conducted during the pilot and after revision of identified items.</p> <p>Completion of the needed revisions will be monitored, and assessments will be continually reviewed based on feedback provided by stakeholders.</p>

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	<p>6. Field test the items in advance or review them before reporting the results</p> <p>7. Improve the assessment through review and analysis to eliminate bias and distortion</p> <p>8. Assessments can be purchased or developed locally; each approach has advantages and challenges.</p>		<p>Training in test bias and cultural sensitivity will be provided to identified staff involved in the development/review of assessments.</p>		
<b>Use of appropriate accessibility features and accommodations</b>	The necessary assessment accommodations based on student needs, are offered to students with	The team understands what assessment accommodations are available, and as well as when and how to use	Staff will work to identify students in need of modifications and/or accommodations and	Needed modifications and/or accommodations are implemented, and	Implementation of the identified/documented accommodations and/or modifications will be monitored based on the

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	<p>disabilities or English Learners (ELs).</p> <p>Assessments are reviewed for bias (racial-ethnic, gender, community type, SES, culture, etc.).</p>	<p>them with students with disabilities and English Learners (ELs).</p> <p>Support is provided to ensure that assessments have been modified or accommodated based on the needs of students with disabilities and/or EL students.</p>	plan to provide those as needed.	documented, for the identified students.	<p>impact on student assessment results evaluated.</p> <p>Administrator or supervisor monitors to ensure that appropriate accommodations are being made for students in the classroom and on assessments.</p>
<b>Assessment of the whole child</b>	<p>Assessment methods and tools are used to support the assessment of students’ social emotional well-being. (Whole Child, Community, School and SEL Assessments)</p>	<p>Some assessment methods and tools are used to support the assessment of students’ social emotional well-being. (Whole Child, Community, School and SEL Assessments)</p>	High-Quality assessments are identified for use in the area of SEL and Whole Child tenets.	Identified assessments are administered in accordance within the administration requirements and given as noted on the assessment calendar.	Completion of assessments is monitored, and results made available to users.
<b>Matching high-quality assessments to the learning environment</b>	<p>Assessment type is matched to the learning environment: Face to Face, Hybrid, or Online.</p>	<p>Modifications are made to existing assessments in order to differentiate for the current learning environment.</p>	Assessments with modifications or accommodations are appropriately utilized in different learning environments.	Completion of assessments in the various learning environments are monitored for effectiveness.	An evaluation of the effectiveness of the various learning environments’ will be conducted and changes made, as needed.

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<b>Implementation of high-quality assessments</b>	An assessment calendar, including state and local assessment windows, has been developed to support a balanced assessment system, and communicated to all stakeholders.		Staff is provided the assessment calendar prior to the start of the school year.	Interim benchmark and summative assessments are administered during the designated timeframe in accordance with the assessment calendar.	Completion of the identified assessments is monitored and evaluated in accordance with the assessment calendar.
	A process and/or tool is pre-determined to collect and organize interim benchmark and summative data, for analysis, as well as distribution to users in a timely manner for their use in accordance with the intended purpose(s).		Staff is trained in the use of the data collection tool and are given appropriate access.  Key reports are identified and created for use within the data system.	Assessments are administered per standardized procedure and/or the identified process, as well as an articulated process needs to be developed and shared so that data input is added into the collection system, if assessments are not administered within the system.	Completion of the identified assessments are administered, in accordance with the assessment calendar, and monitored through availability of data.  Observations are conducted routinely and randomly to determine adherence or ensure adherence to administration protocols.

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	Ongoing professional learning will occur, with all staff, around the topic of Formative Assessment. Staff and students need to understand that formative assessment is a process used to gather information to adjust instruction or support teachers’ in making changes to current and/or next hour of instruction.	Grade level or content teams may share their data findings with their colleagues, as needed. This would be done to support one another in making changes they feel are needed to their instructional lessons or approach; or to discuss as a grade level team to make changes in their overall approach to the content being taught.	Expectations are communicated that all staff will utilize formative assessment practices, as a part of their daily instructional pedagogy.	Formative assessment is used daily as an integral part of instruction.	Classroom observations are conducted to monitor the use of formative assessment strategies as part of ongoing instruction.
<b>Data analysis protocol</b>	An identified protocol for analyzing data is utilized consistently as part of the ongoing team meeting process.	Staff utilizes data to monitor and evaluate student learning improvement utilizing different protocols.	Organizational structures (i.e. time, identified teams) have been identified to ensure the analysis and use of assessment results as part of a continuous improvement cycle.	Team meeting schedules are developed and implemented as outlined.	Minutes of meetings are utilized to monitor and evaluate the appropriate uses of data for the intended purposes.

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<b>Data use by staff and students</b>	Staff and students know how to navigate assessing/being assessed in different learning venues (F2F, Hybrid, On-line).	Staff and students are beginning to understand how to navigate assessing/being assessed in different learning venues (Face to Face, Hybrid, On-line), and support is provided, as needed.	Staff is trained to apply high-quality assessment practices in different learning environments.	Assessments and/or the assessment process is modified for the different learning environments, as needed.	Assessments and/or the assessment process is evaluated for the different learning environments and changes are made based on this evaluation.
	All students are engaged in the use of assessment results to reflect on their learning and to set new goals	Some students are engaged in the use of assessment results to reflect on their learning and to set new goals.	Staff will be trained in the importance of student involvement in the assessment process and will learn/gather strategies and techniques to integrate the new/refined strategies into daily instruction.	Teachers will help students understand how to use their own assessment results for reflection and goal setting.  Techniques and a process to provide structure to goal setting and student reflection will be part of the instructional model	Observations of student involvement in assessment process, goal setting, and conferences will be monitored.  Perception data may also be collected and analyzed.

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<b>Using data to inform future actions</b>	<p>All staff will utilize assessment results to inform changes in instruction and interventions for individual students and the group as a whole.</p> <p>Assessment results from multiple measures will be considered during data collection and analysis to inform future decisions.</p> <p>Teachers will develop/use common scoring guides, rubrics, checklists, standards, when scoring student assessments, and will do so collaboratively.</p>	<p>Some staff will utilize assessment results to inform changes in instruction and interventions for individual students and the group as a whole.</p> <p>Assessment results from multiple measures will be considered during data collection and analysis to inform future decisions.</p>	<p>Staff will understand appropriate uses of the data that has been collected for use.</p> <p>Access to the identified data for each user will be provided.</p> <p>Data reports, if available in a data warehouse, will be developed and shared with the identified users.</p> <p>A system and process for inputting data into the system for sharing with user will be identified and communicated for implementation.</p>	<p>Staff will utilize the identified data system and data in order to access the results obtained in a timeline manner in order to inform instruction and interventions, as needed.</p> <p>Team meetings are held on a consistent basis to allow the opportunity for staff to analyze assessment results collaboratively and determine next steps.</p> <p>Teams or individual staff members are engaged in the review and adjustments to practices noted that may not yet be taking place in their current curriculum, instruction, and assessment practices.</p>	<p>Modification of instructional planning is monitored through review of team meeting minutes and/or lesson plan review and/or intervention grouping changes. Action steps are determined.</p> <p>Impact data is reviewed by grade level or content teams, building teams, and district teams. This information is shared with the BOE.</p>

IMPLEMENTATION GUIDANCE			IMPLEMENTATION PLAN		
High-Quality Assessments			Short Term	Long Term	
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<b>Supporting staff in the use of assessment data/assessment literacy</b>	<p>Ongoing support such as professional learning and/or coaching will be made available, to address challenge areas, to support staff in gaining the necessary knowledge, skills and dispositions needed to become assessment literate.</p> <p>A collaborative and supportive plan has been developed to help the staff develop a deeper level of assessment literacy knowledge, skills, dispositions, and practices.</p>	<p>A multi-level professional learning plan has been developed to support the assessment literacy dispositions, knowledge and skills needed for all staff. Ongoing support is provided through a continuous improvement process.</p>	<p>Professional learning opportunities will be provided to all staff based on the key components of assessment literacy.</p> <p>Teacher leaders/coaches are identified to continue to support others in their development of the knowledge, skills, and dispositions needed to build an assessment literacy culture in the building/district.</p>	<p>Teachers utilize the skills of an assessment literate educator in order to leverage assessment results and practices to support student success as part of a continuous improvement process.</p>	<p>Professional learning opportunities are documented, based on who is attending and in which professional learning sessions are being attended.</p>

## Strand: BALANCED ASSESSMENT SYSTEM

- An effective assessment system must balance different purposes for different users and use varied methods of assessment and communication.

### Enduring Understanding

We can ensure that our assessment system is balanced with formative, interim benchmark, and summative assessment.

### Resources

- What constitutes a high-quality, comprehensive, balanced assessment system? <http://bit.ly/BalancedSystem>
- Start with purpose when choosing an assessment: <https://bit.ly/LP-Purpose>
- What do we mean by interim/benchmark assessment? <https://bit.ly/LP-InterimBenchmark>
- Interim Assessment: What are some key characteristics? <https://bit.ly/LP-KeyCharacteristics>
- Purposes for and essential characteristics of interim assessment: <https://bit.ly/LR-Interim>
- What do we mean by formative assessment? <http://bit.ly/LP-FormativeAssessment>
- What conditions are necessary for successful implementation of formative assessment? <https://bit.ly/LP-NecCondFA>

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Balanced Assessment System			Short Term	Long Term	
CRITICAL COMPONENT: What are the essential components of <b>BALANCED ASSESSMENT SYSTEM</b> in a high-quality assessment system?	“GOLD STANDARD” for Implementing the Critical Component What would you see when this component is implemented well?	ACCEPTABLE VARIATION for Implementing the Critical Component What adaptations are acceptable/contextual without losing value?	Get Ready to Implement	Implement	Monitor and Evaluate
<b>Assessments form a balanced, coherent system assessing the same content standards</b>	Assessments are selected and implemented to form a coherent, balanced assessment system to	Assessments are selected for identified purposes, but there is some lack of coherence	A balanced assessment system includes a variety of assessments that meet the varied purposes. Assessments that are part of a	The identified assessments are administered in accordance with the assessment guidelines and administered based	Observations are conducted randomly to ensure adherence to administration protocols.

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	address the identified purposes.	and/or balance to be addressed.	balanced assessment includes the use of the formative assessment process, as well as district Interim/benchmark, and summative assessments; and external state assessments.	on the pre-determined assessment calendar.	Building-level staff are held accountable for implementing high-quality assessments.
<b>Assessments balance the information needs of the users</b>	The system of assessments to be used will balance all of information to meet all of the priority assessment information needed.	The system of assessments to be used will balance most of information needed to meet some of the assessment information needed	Assessments were selected for the identified purposes and reviewed for the technical criteria identified.	Assessment are selected and purchased for implementation.	Attainment and distribution of assessments is monitored for completion.
<b>Assessment types meet the needs of the users</b>	The type(s) of assessments that will provide the needed information for each user/user group have been identified.	A few of the type(s) of assessments that will provide the needed information for some users/user groups have been identified.	Key assessment users have identified their assessment needs and have reviewed, identified, and selected assessment(s) to meet the various needs of the organization and the various users.	Identified assessments are made available to users and users have been trained to administer the assessment(s) in accordance with the assessment guidance in	Data is collected and summarized to meet the users’ identified purposes.  Results are made available to users in a format that can be understood and used effectively, dependent upon the users’ needs.

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				accordance to the assessment calendar.	
<b>Selected assessments meet technical criteria</b>	Assessment users have been identified and understand the technical qualities that must be addressed during assessment review and selection.	Assessment users generally understand the technical qualities that were considered during the assessment review selection.	Assessments users have been identified for professional learning in the purpose and use of the selected assessments as well as the technical qualities of the assessments.	Assessments users have been provided professional learning in the purpose and use of the selected assessments as well as the technical qualities of the assessments.	Completion and attendance at the identified professional learning is monitored.
<b>Organizational support for a balanced assessment system</b>	Institute policies with supportive resources (time and budget) needed to help users understand and implement the balanced assessment system in the district.	Institute policies with some of the resources (time and budget) needed to implement the balanced system of assessment in the district.	Policies are reviewed to determine alignment with the need to implement a high-quality assessment system.	Modifications to policies are completed to provide the context to support a balanced assessment system throughout the organization.	Completed policies exist and are monitored to ensure that the use of the varied assessments and used in accordance with the stated purpose.

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<b>Staff knowledge of learning targets as they relate to assessment</b>	Each and every staff member is:  1. a confident, competent master themselves of the targets they are responsible for teaching.  2. sufficiently assessment literate to assess the assigned targets productively in both formative and summative ways.	Most of the staff members are:  1.confident, competent masters themselves of the targets they are responsible for teaching.  2.sufficiently assessment literate to assess the assigned targets productively in both formative and summative ways.	Learning targets for each grade level and content area are identified and communicated to the staff responsible for these targets.	Learning targets are utilized in lesson planning and instruction.  Learning targets are displayed in "student friendly language".  Learning targets are referred to during instruction.	Classroom observations are completed that monitor the use of learning targets during instruction and assessment.
<b>Staff understanding of a balanced assessment system</b>	All assessment users understand when reviewing and selecting assessment(s) that a balanced assessment system consists of both of the following:  1.Different users have different assessment purposes.	Some assessment users understand when reviewing and selecting assessment(s) that a balanced assessment system consists of both of the following:  1. Different users have different assessment purposes.	Professional development is provided to staff to develop a high level of assessment literacy among users. This training is ongoing and sustained to address each of the components of a balanced assessment system.	Staff can apply knowledge about the appropriate use of all types of assessments within a high-quality balanced assessment system.	Staff understanding and application is monitored, and ongoing professional learning is identified for additional training.

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	2. Different assessment purposes may require different assessment methods.	2. Different assessment purposes may require different assessment methods.			
<b>Staff understanding of assessment types</b>	<p>All users understand the definitions of and uses for different types of assessments:</p> <ul style="list-style-type: none"> <li>• Summative assessment</li> <li>• Interim benchmark assessment</li> <li>• Formative Assessment process</li> <li>• Criterion vs. norm referenced assessment interpretations.</li> </ul> <p>All users understand difference between the</p>	<p>Some users understand the definitions of and uses for different types of assessments:</p> <ul style="list-style-type: none"> <li>• Summative assessment</li> <li>• Interim benchmark assessment</li> <li>• Formative Assessment process</li> <li>• Criterion vs. norm referenced assessment interpretations.</li> </ul> <p>Some users understand difference between the</p>	<p>Professional development is provided to staff to develop a non-technical understanding of the different types of assessment:</p> <ul style="list-style-type: none"> <li>• Summative assessment</li> <li>• Interim benchmark assessment</li> <li>• Formative assessment process</li> <li>• Criterion vs. norm referenced assessment interpretations.</li> </ul> <p>Professional learning is provided to staff to</p>		

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	types of assessment tools: <ul style="list-style-type: none"> <li>• Achievement</li> <li>• Aptitude</li> <li>• Diagnostic</li> <li>• Screening</li> </ul>	types of assessment tools: <ul style="list-style-type: none"> <li>• Achievement</li> <li>• Aptitude</li> <li>• Diagnostic</li> <li>• Screening</li> </ul>	develop a non-technical understanding of the different types of assessment: <ul style="list-style-type: none"> <li>• Achievement</li> <li>• Aptitude</li> <li>• Diagnostic</li> <li>• Screening</li> </ul>		
<b>Staff non-technical understanding of statistical concepts</b>	All users possess a non-technical understanding of statistical concepts associated with assessment. <ul style="list-style-type: none"> <li>• Measures of central tendency</li> <li>• Measure of variability</li> <li>• Reliability</li> <li>• Validity: A characteristic of the use of the test, not the test itself</li> </ul>	Some users possess a non-technical understanding of statistical concepts associated with assessment. <ul style="list-style-type: none"> <li>• Measures of central tendency</li> <li>• Measure of variability</li> <li>• Reliability</li> <li>• Validity: A characteristic of the use of the test, not the test itself</li> <li>• Bias/Sensitivity</li> </ul>	Professional learning is provided to staff to develop a non-technical understanding of the different statistical concepts associated with assessment. <ul style="list-style-type: none"> <li>• Measures of central tendency</li> <li>• Measure of variability</li> <li>• Reliability</li> <li>• Validity: A characteristic of the use of the test, not the test itself</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Bias/Sensitivity</li> <li>• Correlation/Causation</li> </ul>	<ul style="list-style-type: none"> <li>• Correlation/Causation</li> </ul>	<ul style="list-style-type: none"> <li>• Bias/Sensitivity</li> <li>• Correlation/Causation</li> </ul>		
<b>Staff understanding of data analysis protocol</b>	All staff is knowledgeable about the effective use of a data analysis protocol such as the spiral phases of the Collaborative Learning Process to inform future instructional and intervention needs of students.	Some staff are trained in the effective use of a data analysis protocol such as the spiral phases of the Collaborative Learning Process to inform future instructional and intervention needs of students.	Professional learning occurs for all staff in the effective use of a data analysis protocol such as the spiral phases of the Collaborative Learning Process to inform future instructional and intervention needs of students.	Assessment results are utilized to determine and adjust instructional and intervention groupings.	Modification of instructional planning is monitored through review of team meeting minutes and/or lesson plan review and/or intervention grouping changes.  Building leaders will lead dialogue with staff and/or departments/ grade-level teams in interpreting results and creating goals for improvement.

## Strand: EFFECTIVE FEEDBACK FROM ASSESSMENT

- We can ensure that all identified users understand how to most effectively provide and utilize feedback from our assessments.
- The assessments provide useful information to meet the needs of the identified users in a readily understood format.

### Enduring Understanding

We can ensure that the users possess the dispositions, knowledge, and skills to appropriately interpret the assessment results.

### Resources

- Assessment Literacy Standards:  
<https://www.michiganassessmentconsortium.org/assessment-literacy-standards>
  - *How to Grade for Learning: Linking Grades to Standards* (4<sup>th</sup> ed).  
<https://us.corwin.com/en-us/nam/how-to-grade-for-learning/book249818>
- MAC Reads 2020 Study Guide and materials: [bit.ly/MAC-Reads-Resources2020](https://bit.ly/MAC-Reads-Resources2020)

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CRITICAL COMPONENT: What are the essential components of <b>EFFECTIVE FEEDBACK</b> in a high-quality assessment system?	<b>“GOLD STANDARD” for Implementing the Critical Component</b> What would you see when this component is implemented well?	ACCEPTABLE VARIATION <b>for Implementing the Critical Component</b> What adaptations are acceptable/contextual without losing value?	Get Ready to Implement	Implement	Monitor and Evaluate
<b>Assessment for learning</b>	Assessment <b>for</b> learning to determine student progress and to inform ongoing instruction and/or intervention is used daily by all teachers, as an integral part of their daily instruction.	Assessment <b>for</b> learning to determine student progress and to inform ongoing instruction and/or intervention is used daily by some teachers, as a part of their instruction.	Professional learning, is provided and continuously reviewed for staff to support a focus on the effective implementation of a formative assessment process used daily in every classroom as an	The formative assessment process is used daily in every classroom as a part of the teaching and learning process.	District and building administrators will document training and support for staff in providing quality feedback from ongoing formative assessment practices, as well as ensure that data analysis is also done with

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			integral part of the teaching and learning process.		from summative assessments to move student learning forward.
<b>Assessment of learning</b>	Assessment of learning, to evaluate levels of current achievement, is conducted as part of the overall assessment system and process and utilized by all staff.	Assessment of learning, to evaluate levels of current achievement, is conducted as part of the overall assessment system and process utilized by some staff.	Professional learning is provided and continuously reviewed for staff to support a focus on the effective implementation and use of summative assessments as a part of the continuous improvement process.	Summative assessments are effectively administered, and results utilized appropriately as a part of the continuous improvement process.	District and building administrators will document training and support for staff In the appropriate use of summative assessments as feedback within the continuous improvement process.
<b>Accessibility of assessment results</b>	Assessment results are accessible to all users in a timely manner and in a “user-friendly” format.	Assessment results are accessible to all users in a timely manner but are not always in “user-friendly” format.	A district team will outline what information and which reports will be used to communicate with specific groups and individual students.	Users will be able to access needed assessment results in alignment with their identified needs.	Administrators will monitor access and use of assessments by the users.

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<b>Use of assessment results</b>	<p>All users will use assessment results:</p> <ul style="list-style-type: none"> <li>for the intended purpose(s),</li> <li>to make instructional decisions to improve student learning,</li> <li>to provide effective feedback tailored for difference audiences, and</li> </ul> <p>All users will use multiple data sources over time to identify learning trends.</p>	<p>Some users use the assessment results:</p> <ul style="list-style-type: none"> <li>for the intended purpose(s),</li> <li>to make instructional decisions to improve student learning,</li> <li>to provide effective feedback tailored for difference audiences, and</li> </ul> <p>Some users will use multiple data sources over time to identify learning trends.</p>	The district has identified who and when staff will be trained in effective communication to move student learning forward.	Identified staff will be trained in effective communication to support staff in using results to move student learning forward.	Building administrators will monitor the timeliness of the data analysis and adjustments made to instruction.
	All users make use of assessment results, including subgroup performance, to influence decisions regarding the district’s curriculum and instructional programs.	Some users make use of assessment results, including subgroup performance, to influence decisions regarding the district’s curriculum and instructional programs.	Users of data are knowledgeable about how to use the demographic data and are able to access subgroup data to help others understand how to use the information for future action steps.	Subgroup results are used to evaluate current instruction and interventions to inform future action steps.	Administrators will monitor subgroup performance and the use of this data in order to continually monitor and evaluate programming for identified subgroups.

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Effective Feedback from Assessment			Short Term	Long Term	
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	All users utilize protocols to collaboratively analyze data and devise ways to use data to improve instruction and to guide further continuous improvement plans based on the results/outcomes.	Users collaboratively analyze data and some of the data is used to improve instruction and to guide further school improvement plans based on the results/outcomes.	Users have been provided training and have practiced collaborative scoring of student work, using the data to inform instruction.	Opportunities exist for staff to collaboratively score student work and to work together to determine action steps from this data.  Opportunities exist for staff to collaborative on the implication of the scores on student work for the instruction to be provided to students.	Administrators will monitor the effective use of team times allocated for collaborative scoring and decisions made based on results.
<b>Appropriate grading and reporting</b>	Appropriate scoring and reporting/grading practices are used in the analysis and use of assessment results by all staff.	Appropriate scoring and reporting/grading practices are used in the analysis and use of assessment results by some staff.	Users have been provided training in the current research focused on reporting/grading to support student success.  <i>*Refer to <a href="#">How to Grade for Learning and associated MAC Reads 2020</a> links in the resource list above this table</i>	Reporting/grading practices and policies, policies, and procedures support researched based reporting/grading practices are implemented in accordance with current research and aligned to district policies and practices.	Administrators will monitor and support the development and implementation of high-quality reporting/grading policies and practices that are aligned with current research.

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Effective Feedback from Assessment			Short Term	Long Term	
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<b>Types of feedback</b>	All users understand and can provide both descriptive and evaluative feedback to consumers of data.	Some users understand and can provide both descriptive and evaluative feedback to consumers of data.	Users have been provided training in the current research focused on the different types of feedback, descriptive and evaluative, to support student success.	Staff is able to successfully utilize both descriptive and evaluative feedback as part of the instructional process to support students.	Administrators and instructional coaches will monitor the use of descriptive and evaluative feedback. Coaching will be provided to support implementation with fidelity, as needed.
<b>Staff support of student engagement in assessment</b>	Staff understands how students are engaged in their individual self-assessments and the feedback loop in order to reflect and set individualized goals.  Staff is able to help students understand that there are different reasons for taking assessments.	Some staff understands how students are engaged in their individual self-assessments and the feedback loop in order to reflect and set individualized goals.  Most/some staff is able to help students understand that there are different reasons for taking assessments.	Teachers will be trained in strategies to involve students in the assessment process.  All staff have been/will be trained so they know how to effectively communicate student learning and how to involve students in the process.  This training will include ideas that (Key 5):  <ul style="list-style-type: none"> <li>• Students are users, too.</li> </ul>	Various strategies will be utilized as delineated below in this framework to involve students in the assessment process.	Administration and coaches will monitor the use of various strategies to engage students in the assessment process.

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			<ul style="list-style-type: none"> <li>• Students need to understand targets</li> <li>• Students can assess</li> <li>• Students can track progress and communicate</li> </ul> Effective Communication (Key 4) <ul style="list-style-type: none"> <li>• How to manage information?</li> <li>• How to report?</li> <li>• To whom?</li> </ul>		
<b>Student understanding of assessment types</b>	All students understand that different types of assessments provide different types of information about what they know and can do.	Most/some students understand that different types of assessments provide different types of information about what they know and can do.	Users of assessment have learned how to support students to understand the different assessment types.	Teachers provide the opportunity for students to develop an understanding of the different assessment types.	Students are able to demonstrate understanding of the different assessment types.
<b>Student use of rubrics for self-assessment</b>	All students know how to access and use rubrics to assess their own work.	Most/some students know how to access and use rubrics to assess their own work.	Users of assessment have learned how to support students to understand how to use	Teachers provide the opportunity for students to develop an understanding of the use	Students are able to demonstrate the use of rubrics for self-assessment.

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			rubrics for self-assessment.	of rubrics for self-assessment.	
<b>Student engagement in reflection and goal setting</b>	All students use the assessment results to reflect on their learning and to set goals for future learning.	Most/some students use the assessment results to reflect on their learning and to set goals for future learning.	Users of assessment have learned how to support students to understand how to use assessment results to set goals for future learning.	Teachers provide the opportunity for students to develop an understanding of how to use assessment results to set goals for future learning.	Students are able to demonstrate an understanding of how to use assessment results to set goals for future learning.
<b>Student engagement in collaborative inquiry</b>	All teachers actively involve students in collaborative inquiry through the self-reflection process.	Most/some teachers actively involve students in collaborative inquiry through the self-reflection process.	Users of assessment have learned how to involve student in collaborative inquiry through the self-reflection process.	Teachers provide the opportunity for students to be involved in collaborative inquiry through the self-reflection process.	Students are able to demonstrate an understanding of how to be involved in a collaborative inquiry process through self-reflection.

IMPLEMENTATION GUIDANCE			IMPLEMENTATION PLAN		
Effective Feedback from Assessment			Short Term	Long Term	
<b>CRITICAL COMPONENT:</b> What are the essential components of <b>EFFECTIVE FEEDBACK</b> in a high-quality assessment system?	<b>“GOLD STANDARD” for Implementing the Critical Component</b> What would you see when this component is implemented well?	<b>ACCEPTABLE VARIATION for Implementing the Critical Component</b> What adaptations are acceptable/contextual without losing value?	<b>Get Ready to Implement</b>	<b>Implement</b>	<b>Monitor and Evaluate</b>
<b>Staff collaborate to develop tools for students' use as part of the learning process</b>	All district teams work collaboratively to develop and use grade/content specific rubrics that students will use as a part of the learning process.	Most/some district teams work collaboratively to develop and use grade/content specific rubrics that students will use as a part of the learning process.	Users of assessment have learned how to develop and use grade/content specific rubrics that will be used for students as part of the learning process.	Teachers provide the opportunity for students to develop an understanding how to use grade/content specific rubrics to support learning.	Students are able to demonstrate an understanding of how to use grade/content specific rubrics to support learning.
<b>Effective communication about student learning</b>	All staff communicates effectively with students, parents, other teachers, administration, and community stakeholders about student learning.	Some staff communicates effectively with students, parents, other teachers, administration, and community stakeholders about student learning.	A communication plan to inform students, parents, other teachers, administrators, and community stakeholders about student learning has been developed.	Two-way communication is provided regarding student learning in accordance with the communication plan.	Administrators will understand through conversation and samples as to how the teacher is communicating with students and parents

## Strand: STUDENT ACCESS

- We can ensure that all students have access to the tools (devices, broadband, technology literacy, etc.) and possess the technology skills We can ensure that all students have access to the tools (devices, broadband, technology literacy, etc.) needed to be successful? needed to be successful.

<p><b>Enduring Understanding</b></p> <p>All students have equitable access to the assessments being used.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Assessment Literacy Standards: <a href="https://www.michiganassessmentconsortium.org/assessment-literacy-standards">https://www.michiganassessmentconsortium.org/assessment-literacy-standards</a></li> </ul>
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IMPLEMENTATION GUIDANCE			IMPLEMENTATION PLAN		
Student Access			Short Term	Long Term	
<b>CRITICAL COMPONENT:</b> What are the essential components of <b>STUDENT ACCESS</b> in a high-quality assessment system?	<b>“GOLD STANDARD” for Implementing the Critical Component</b> What would you see when this component is implemented well?	<b>ACCEPTABLE VARIATION for Implementing the Critical Component</b> What adaptations are acceptable/contextual without losing value?	<b>Get Ready to Implement</b>	<b>Implement</b>	<b>Monitor and Evaluate</b>
<b>Equitable access</b>	All students have equitable access to assessments that have been identified for use.	Most students have equitable access to assessments that have been identified. If equitable access is not available, suitable assessment are identified and used.	Student needs are identified in order to determine individual needs to access assessments in the current learning/assessing environment.	Student needs that have been identified have been addressed and equitable access for all is ensured.	Assessment completion will be monitored and evaluated. When students are unable to participate in the assessment, the underlying issues will be corrected.

IMPLEMENTATION GUIDANCE			IMPLEMENTATION PLAN		
Student Access			Short Term	Long Term	
<b>CRITICAL COMPONENT:</b> What are the essential components of <b>STUDENT ACCESS</b> in a high-quality assessment system?	<b>“GOLD STANDARD” for Implementing the Critical Component</b> What would you see when this component is implemented well?	<b>ACCEPTABLE VARIATION for Implementing the Critical Component</b> What adaptations are acceptable/contextual without losing value?	<b>Get Ready to Implement</b>	<b>Implement</b>	<b>Monitor and Evaluate</b>
<b>Access to hardware</b>	All students and staff have access to appropriate devices in order to effectively complete on-line and face to face assessments.	Most students and staff have access to appropriate devices in order to effectively complete on-line and face-to-face assessments, but there is still a need that requires some check out and or sharing is still necessary.	District teams will ensure that all students have the needed tools for use with online assessment.	Devices are distributed and/or loaning procedures are developed to support equitable access to as many students and staff as possible.  Protocols to replace/repair devices have been developed and communicated to staff and students.	Distribution of devices is monitored and protocols to replace/repair devices as needed are reviewed for effectiveness.
<b>Broadband access</b>	All students have access to sufficient broadband in order to effectively complete on-line assessments.	Broadband is available to students most of the time, but some outages may occur.	Information regarding student access to broadband is gathered.  Resources to help to support broadband availability are pursued to support students in need.	Broadband capability is expanded to ensure student access throughout the building/district as needed.	Access and logins will be monitored to help to determine broadband access and use among teachers/staff and students. When students are unable to log in and access the assessment, the underlying issues will be corrected.

IMPLEMENTATION GUIDANCE			IMPLEMENTATION PLAN		
Student Access			Short Term	Long Term	
<b>CRITICAL COMPONENT:</b> What are the essential components of <b>STUDENT ACCESS</b> in a high-quality assessment system?	<b>“GOLD STANDARD” for Implementing the Critical Component</b> What would you see when this component is implemented well?	<b>ACCEPTABLE VARIATION for Implementing the Critical Component</b> What adaptations are acceptable/contextual without losing value?	<b>Get Ready to Implement</b>	<b>Implement</b>	<b>Monitor and Evaluate</b>
<b>Technology literacy skills: teachers/staff</b>	All teachers/staff possess the necessary technology literacy skills to navigate and support on-line assessments.  Support is provided for staff and students that require assistance.	Most teachers/staff possess the necessary technology literacy skills to navigate and support on-line assessments.  Support is provided for staff and students that require assistance.	Teachers/staff will be provided training and modelling in the use of various technology tools as a natural part of the teaching and learning process.  District and building administrators will provide teachers with training and resources to help teachers understand how to create and use grade-level rubrics for teacher and student use in an online environment and in a face-to-face environment.	Teachers, staff, and students will be provided support as they learn and apply the needed technology skills to successfully implement on-line learning platforms/assessments.	Successful completion of on-line assessments will be monitored to determine completion rate. When students are unable to participate in the assessment, the underlying issues will be corrected.
<b>Technology literacy skills: students</b>	All students possess the necessary technology literacy skills to navigate on-line assessments.	Most students possess the necessary technology skills to navigate and support on-line assessments.	District and building administrators have provided teachers with training and resources to help teachers understand how to use online tools to gather formative assessment information	Students are able to successfully utilize the skills they have mastered in order to access and complete on-line content and assessments.	Successful completion of on-line assessments will be monitored to determine completion rate.

IMPLEMENTATION GUIDANCE			IMPLEMENTATION PLAN		
Student Access			Short Term	Long Term	
<b>CRITICAL COMPONENT:</b> What are the essential components of <b>STUDENT ACCESS</b> in a high-quality assessment system?	<b>“GOLD STANDARD” for Implementing the Critical Component</b> What would you see when this component is implemented well?	<b>ACCEPTABLE VARIATION for Implementing the Critical Component</b> What adaptations are acceptable/contextual without losing value?	<b>Get Ready to Implement</b>	<b>Implement</b>	<b>Monitor and Evaluate</b>
		Support is provided for students that require assistance.	as a natural part of the teaching and learning process.		

## ADDITIONAL RESOURCES TO SUPPORT YOUR RETURN TO SCHOOL 2020

### MAC resources to support you

Be sure to visit the [MAC's website](http://michiganassessmentconsortium.org) (michiganassessmentconsortium.org) for a number of resources related to [Michigan's Assessment Literacy Standards](#) (<http://bit.ly/MI-ALS>) and information about different types and uses of assessment.

The MAC's vast [resource library](http://www.michiganassessmentconsortium.org/assessment-resources/) (www.michiganassessmentconsortium.org/assessment-resources/) will support your district's assessment understandings and form a substantive foundation for implementing high-quality assessment practices next school year and beyond.

### Statewide resources to support you

Districts are charged with development of comprehensive plans that include attention to mental and social-emotional well-being, instruction, and school operations. They understandably can feel overwhelmed. [Michigan Association of Intermediate School Superintendents](#) (MAISA) has provided leadership and resources through the General Education Leadership Network (GELN) Continuity of Learning Task Force – joining forces with many partner organizations to generate a variety of documents including guidance, plans, and templates for districts as they develop comprehensive plans for returning to school. Here is a list of those resources.

[MAISA Remote Learning Guidance for Continuity of Learning and COVID-19 Response Plans](#), GELN Remote Learning Committee, April 6, 2020.

A guide for enriching and implementing the district's Continuity of Learning and COVID-19 Response Plan. A companion accompanying ["Quick Start Guide"](#) starts on page 5 of the document.

[MAISA Continuity of Learning Guidance for Returning to School](#), GELN Continuity of Learning (COL) Task Force, June 25, 2020

Helps the district develop a return to school approach that supports research-informed continuity of learning solutions addressing the areas of governance, operations, facilities, wellness, and instruction, professional learning and technology. This is a living document and will be updated as needed.

[MAISA EO 2020-142 District Preparedness Plan Template](#), MAISA, July 10, 2020

Guides local school districts, public school academies, and nonpublic schools through the specific requirements in [Executive Order 2020-142](#) as they develop Preparedness Plans that will allow them to open schools safely according to the phases of the Michigan Safe Start Plan.

[Sample EO 2020-142 District COVID-19 Preparedness & Response Plan](#), GELN COL Task Force, July 16, 2020

Example of a COVID-19 Preparedness Plan was prepared as a resource for districts to reflect on as they prepare their own plans to meet the requirements of EO 2020-142.

[MI Safe Schools Roadmap - Sample District Plan](#), GELN COL Task Force, July 18, 2020

Example of a district-level plan for implementing the requirements and strong recommendations in major sections of Michigan's 2020-21 Return to School Roadmap.