

THE MICHIGAN ASSESSMENT CONSORTIUM (MAC) is a nonpartisan and nonprofit professional association of educators who believe that all children deserve a quality education that prepares them for success. Quality education depends on the alignment of curriculum, instruction, and *meaningful assessment* that verifies and advances learning.

## WHERE WE STAND

The MAC also believes that all learners can achieve rigorous, ambitious academic outcomes when they are provided with sufficient learning opportunities supported through meaningful assessment processes. Integral to *meaningful assessment* is **equitable assessment** wherein schools help all students achieve ambitious outcomes through a bias-free, balanced approach to assessment that honors the unique strengths, talents, and identities of all students. Additionally, equity requires qualified educators to help all students achieve high expectations for learning. We endeavor to create an equitable assessment environment for all Michigan students by ensuring the assessment literacy of all learners and their families, educators, and policymakers while promoting the following:

### HIGH EXPECTATIONS FOR ALL STUDENTS

- Educators hold and communicate high expectations for all learners and believe they are capable of showing proficiency in the most rigorous outcomes when given enough time and formative support to do so.

### SUFFICIENT OPPORTUNITIES TO LEARN

- All learners are individually provided sufficient time and opportunities to learn the knowledge and skills expected by teachers, recognizing that time is an important factor in promoting ambitious outcomes for all students.

### HIGH-QUALITY INSTRUCTION

- All learners are provided equitable access to instruction by qualified, experienced teachers who understand their discipline deeply and know how to provide differentiated instruction within that discipline to support all learners.

### SUMMARY STATEMENT

We at the Michigan Assessment Consortium believe that integral to meaningful assessment is *equitable assessment* that promotes all the following:

- High expectations for all students
- Sufficient opportunities to learn
- High-quality instruction
- High-quality, ambitious assessment
- Assessment for the whole child
- Authentic assessment
- Reflective self & peer assessment
- Socially-conscious assessment
- Collaborative learning and assessment
- Differentiated assessment
- Student-driven assessments
- Student-centered assessment

To that end, we commit to:

- Collaboratively engage with Michigan education stakeholders in the work of advancing assessment literacy and advocating for excellence and equity in assessment practices and systems.

## HIGH-QUALITY, AMBITIOUS ASSESSMENT

- All learners have equitable access to a variety of high-quality assessment methods to demonstrate proficiency.

## ASSESSMENT FOR THE WHOLE CHILD

- Assessment systems advance the totality of cognitive, emotional, and physical factors that impact the child's learning, development, and overall health and well-being.

## AUTHENTIC ASSESSMENT

- All learners have opportunities to demonstrate and apply what they understand and know by engaging in new, novel, real-world contexts for genuine audiences.

## REFLECTIVE SELF & PEER ASSESSMENT

- All learners have opportunities to reflect and monitor their own progress towards instructional and social and emotional learning (SEL) outcomes. The learning community engages in constructive peer feedback around learning targets and success criteria.

## SOCIALLY-CONSCIOUS ASSESSMENT

- The assessment process demonstrates empathy and understanding, by taking into account individuals' culture and experiences, thereby adjusting to support all learners' success.

## CONCLUSION

Equity is demonstrated when all students are supported to achieve at a rigorous level. The Michigan Assessment Consortium believes that assessment is a positive, essential, ongoing tool to guide teaching and learning cycles. We will continue to collaboratively engage with Michigan education stakeholders in the work of advancing assessment literacy and advocating for excellence and equity in assessment practices and systems.

*Note: Components on this page are inspired by [Transcend's "Leaps for Equitable 21<sup>st</sup> Century Learning."](#)*

## COLLABORATIVE LEARNING AND ASSESSMENT

- A systemic, facilitated process for assessment builds meaningful relationships and establishes a community of learners that nurtures empathy, fosters belonging, supports well-being, and creates social capital.

## DIFFERENTIATED ASSESSMENT

- The focus, timing, and method of (both formative and summative) assessment, as well as the resources and supports provided, are tailored to each learner's identity, prior knowledge, development, learning styles, and life experiences.

## STUDENT-DRIVEN ASSESSMENTS

- All learners have an active voice in when and how they are assessed using methods that encourage student ownership of their learning and meaningfully draw on their interest and prior knowledge.

## STUDENT-CENTERED ASSESSMENT

- Assessments are aligned with and consider each learner's experiences and goals, community context, and perspective.