STRATEGY IMPLEMENTATION GUIDE: Balanced Assessment System

This document identifies the "gold standard" for the critical components of a high-quality balanced assessment system. Connections are also made to various resources to support your work, including Michigan Assessment Consortium tools and Smarter Balanced Resources. Links to resources are provided throughout the document to assist leaders to increase understanding and to access tools to support implementation with fidelity.

Learning Point: **What constitutes a high-quality, comprehensive, balanced assessment system?**

CRITICAL COMPONENT What are the essential components of BALANCED ASSESSMENT SYSTEM in a high-quality assessment system?	"GOLD STANDARD" for Implementing the Critical Component What would you see when this component is implemented well?	SUPPORTING RESOURCES including Independent Study & Guided Professional Learning
Component A: BALANCED ASSESSMENT SYSTEM Michigan Assessment Consortium: Balanced Assessment Systems		
Organizational support for a balanced assessment system	Policies have been instituted with supportive resources (time and budget) needed to help users understand and implement a balanced assessment system in the district.	**Learning Point:** How do we design assessment systems for modern learning? **Learning Moment**: Jim Pellegrino: What would it take for states and districts to implement coherent and balanced assessment systems. **Learning Moment**: James Pellegrino **Learning Moment**: Margaret Heritage and Tanya Wright **Resource**: 3C's Tool
	An assessment calendar, including state and local assessment windows, has been developed to inform a balanced assessment system, and communicated to all stakeholders.	
	An assessment inventory consisting of assessments, purpose, outcomes, uses and users has been conducted.	
Users understand the difference between the types of assessment tools	Assessment type utilizes matches the desired outcomes. • Achievement ○ Diagnostic	**Learning Point**: Criterion- and norm-referenced score reporting: What is the difference?

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	- o Screening - o Criterion Referenced vs Norm Referenced - Aptitude	
Assessment types meet the needs of the users	The type(s) of assessments that will provide the needed information for each user/user group have been identified.	Resource: A Summary of Assessment Users
Staff understands the overall purposes of a balanced assessment system	Student assessments are selected/developed and implemented to form a coherent, balanced assessment system that address a variety of purposes: - Monitor and Adjust Instruction - Inform students and parents about learning progress - Monitor student Improvement - Predict future performance/achievement - Evaluate program/curriculum - Improve instructional program - Inform student services and placement decisions - Evaluate learning - Determine student, teacher, or system accountability - Evaluate district/school policies	Assessment Literacy Standards Michigan Assessment Consortium Webpage **Video:** Why Balanced Assessment Systems? Rick Stiggins **Video:** Balanced Assessment System: An Overview **Learning Point:** What constitutes a high-quality, comprehensive, balanced assessment system?

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Staff understanding of the levels of a balanced assessment system	All users understand the definitions of different levels of assessments: • Classroom Formative and Summative • District/School Interim/Benchmark Summative Assessment • Annual Summative Assessment	**Learning Point:** What do we mean by formative assessment? **Learning Point:** Formative assessment(s) or formative assessment? The "s" makes a difference. **Learning Point:** What do we mean by Interim/Benchmark Assessments? **Learning Point:** What are summative assessments?
Assessment's role in continuous improvement	An understanding of the purpose of assessment and the role of assessment within the continuous improvement process is clearly evident.	Michigan Continuous Improvement Process Webpage

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Component B: ASSESSMENT LEVELS ALIGNED WITH PURPOSE		
Assessment purpose(s)	Assessments are considered and selected based, in part, upon the desired purpose(s) of the assessment within the overall assessment system.	**Learning Point:** Start with purpose when choosing assessments
	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.	
Assessment for Learning	Assessment for learning (formative assessment process) is understood by staff and is used to determine student progress and to inform ongoing instruction/learning and/or intervention daily by all teachers and students, as an integral part of their daily instruction.	**Resource:** MAC Formative Assessment Home Page **Assessment Learning Module**: Understanding the Formative Assessment Process **Learning Moment**: Jill Willis: Teacher assessment capacity **Learning Moment**: Jill Willis: Teacher assessment practices in Assessment for Learning model and how they position teachers **Learning Moment**: Jill Willis: Teacher assessment Practices in Assessment for Learning Model and how they position students.

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		Learning Point: What is formative feedback? Why is feedback from the teacher important? **Learning Point**: What are adjustments to teaching? **Learning Point**: What is skillful use of questions?
Formative Assessment Process in the Balanced Assessment System	All users understand the definitions of and uses for the formative assessment process in the classroom and as part of a balanced assessment system. All users understand the critical conditions necessary for the implementation of the formative assessment process in the classroom.	**Strategy Guide:** Formative Assessment Process in the Classroom **Learning Point:** What conditions are necessary for successful implementation of formative assessment?
Assessment of Learning	Assessment of learning (summative assessment) is understood by staff and is used for its intended purpose as part of a balanced assessment system.	**Assessment Learning Module**: Assessment Systems That Support 21st Century Learners **ThinkPoint:** Deforming the formative: How a summative mindset thwarts the aims for formative assessment **Learning Point**: Formative Assessment(s) vs. Formative Assessment Process **Learning Point**: How do we design assessment systems for modern learning?

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Classroom Summative Assessment as part of a Balanced Assessment System	All users understand the definition of and uses for summative assessment in the classroom as part of a balanced assessment system.	**Learning Point:** What are summative assessments? **Learning Point:** What is summative assessment and how can it be used in the classroom?
Interim/Benchmark Summative Assessment as part of a Balanced Assessment System	All users understand the definitions of and uses for the interim/benchmark assessments in the classroom and as part of a balanced assessment system.	**Learning Point**: What do we mean by Interim/Benchmark Assessments? **Learning Point**: Interim Assessment: What are some key characteristics? **Learning Point**: Purposes for and Essential Characteristics of Interim Assessment **Smarter Video**: How the assessment will be given, and data used: Understanding the Smarter Balanced Interim Assessments (Video) **Smarter Interim Assessment Handout: Smarter Balanced Website:** Focused Interim Assessment Blocks; Interims that provide more specific, actionable data on student performance Smarter Video: Tools for Teachers
Annual Summative Assessment as part of a Balanced Assessment System	All users understand the purpose of annual state assessments and their use within a balanced assessment system.	**MDE Resource:** M-STEP Home Page

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Component C: ASSESSMENT CLARITY		
Priority Standards have been identified	Priority standards have been identified for instruction and are aligned with selected assessments.	**Resource:** Prioritizing Standards Learning Map **Resource:** Video: Prioritizing and Assessing Standards to Accelerate Learning
Learning Targets & Success Criteria have been established	Prioritized Standards have been unwrapped into clear Learning Targets with aligned Success Criteria	**Learning Point**: What are learning targets? **Resource:** Success Criteria Handout
Staff knowledge of learning targets as they relate to assessment	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.	**Learning Point:** What are learning progressions? **Learning Point:** Models of proficient achievement: Why are they important? **MDE Resources:** MDE MSTEP Home Page MDE Math Crosswalk: Claims, Targets, and Standards MDE ELA Crosswalk: Claims, Targets, and Standards **SMARTER Balanced Resources**: Mathematics: Construct Relevant Vocabulary for Mathematics

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		Content Specifications for the Summative Assessment of the Common Core State Standards for Mathematics (Pg. 30) Mathematics General Scoring Rubrics ELA: Construct Relevant Vocabulary for English Language Arts and Literacy Reading Short Answer Rubrics Appendix B: Grade Level Tables for All Claims and Assessment Targets and Item Types
Assessment items align with the learning targets	Assessment items are developed or selected to match the rigor of the standards being assessed through the use of the appropriate item type, i.e., selected response, constructed response, performance, personal communication. (Target- Method-Match)	**Learning Point:** Performance Assessment – What is it and why is it useful? **Learning Point:** Performance Assessment in the visual arts classroom **Resource:** Wayne RESA Target Method Match **Resource:** Developing High Quality Student Assessments
Assessments form a balanced, coherent system	Staff recognize assessments that have been mandated, selected and/or developed form a balanced, coherent system and assess the same content standards which used in instruction, as outlined by the state.	**Assessment Learning Module**: Selecting Appropriate Assessments

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Component D: HIGH QUALITY ASSESSMENT		
Criteria for high-quality assessments are understood	Assessment users have been identified and understand the technical qualities that must be addressed during assessment review and selection. Specific elements of high- quality assessments are identified and understood by users of the assessments prior to selection and implementation.	**Article:** Quest for Quality (Educational Leadership
Staff non-technical understanding of statistical concepts	All users possess a non- technical understanding of statistical concepts associated with assessment. • Measures of central tendency • Measure of variability • Reliability • Validity: A characteristic of the use of the test, not the test itself • Bias/Sensitivity • Fairness • Correlation/Causation	**Learning Point**: What's in a Name? How the ALN uses Key-Assessment Terms **Learning Point:** Proficiency & Growth What Is the Difference **Learning Point**: Measuring Student Growth: More than just choosing a model **Assessment Learning Module**: Understanding the Technical Concepts Used in Student Assessment

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Selected assessments meet technical criteria	Assessment users understand the technical qualities that must be addressed when reviewing and selecting "ready-made" assessments.	**Assessment Learning Module**: Selecting Appropriate Assessments **Learning Point**: Reliability and validity: How do these concepts influence accurate student assessment? High Quality Assessment Systems Guidance Document
Development of high-quality local assessments	Local assessments have been developed collaboratively using a coherent process; such as the following: 1. Determine the purpose for assessing 2. Determine the standards or learning targets to be assessed 3. Select the assessment methods appropriate to learning targets and assessment purpose(s) 4. Design a test plan, or blueprint, that will permit confident conclusions about achievement results 5. Select or construct the necessary assessment items and scoring tools where needed 6. Field test the items in advance or review them before reporting the results 7. Assessments are reviewed for bias (racial-ethnic, gender, community type, SES, culture, etc.).	MAC: Common Assessment Modules Part 1: Module 1: Building and Using Common Assessments: A Professional Development Series Module 2: What are Common Assessments? Module 3: Determine the Outcome of the Assessment Module 4: Identifying Learning Targets for Common Assessment Module 5: Matching the Assessment Methods to the Learning Target Module 6: Assessing Student with Special Needs Module 7: Writing Test Blueprints Module 8: Part 1: Writing Selected-Response Items Part 1

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	8. Improve the assessment through review and analysis to eliminate bias and distortion	Module 8: Part 2: Writing Selected-Response Items Part 2 Module 9: Writing Constructed Response Items Module 10: Writing Performance Assessments Module 11: Using Portfolios to Assess Students Module 12: Developing and Using Scoring Guides and Rubrics MAC Common Assessment Modules Part II: Module 13: Editing the Draft Assessment Items Module 14: Detecting and Eliminating Bias and Distortion Module 15: Assembling the Assessment Instrument Module 16: Field Testing Module 17: Looking at Field Test Data Module 18: Reliability Module 19: Test Validity Module 20: Assembling the Final Common Assessment

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		Module 21: Assessment Administration, Scoring and Reporting Module 22: Standard Setting Module 23: Presenting the Results Module 24: Using Data to Improve Instruction **Think Point:** What does it mean to use matrix sampling in student assessment?
Use of appropriate accessibility features and accommodations to implement suitable assessment of all students	The appropriate accessibility features and assessment accommodations, based on student needs, are utilized with all students.	**Learning Point:** How do students with disabilities participate in state and district assessments? **MDE Resource:** 2020 Supports and Accommodations Guidance Document Supports and Accommodations FAQ **Resource:** Smarter Balanced: Accessibility and Accommodations Smarter Balanced website
Assessment of the Whole Child	Assessment methods and tools are used to support the assessment of students' social emotional well-being. (Whole Child, Community, School and SEL Assessments)	**WCSS Model Course on MV:** Whole Child and Continuous Improvement: Growing Educator Understanding.

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		Learning Point: What is Social Emotional Learning?
		Learning Point: Where does SEL assessment fit in the building and district assessment system?
		Learning Point: How can educators assess social and emotional learning?
		ALN: Assessing Social and Emotional Learning with Christina Cipriano
		Learning Moment – Christina Cipriano: What is SEL and why assess it?
		Learning Moment – Christina Cipriano: SEL Assessment Resources
		Learning Moment – Christina Cipriano: SEL as part of an assessment system
		Learning Moment – Christina Cipriano: How Schools are addressing SEL during COVID
		Learning Moment – Christina Cipriano: SEL assessment during Covid

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Component E: EFFECTIVE USE OF EVIDENCE FROM ASSESSMENTS		
Supporting staff in the use of assessment data/assessment literacy	Ongoing professional learning occurs, with all staff, around the topic of Assessment. Staff and students need to understand that assessment is a process used to gather information to adjust instruction or support teachers' in making changes to current and/or next steps in instruction.	Michigan Assessment Consortium Webpage **Learning Point**: What do we mean by assessment literacy? **Learning Point**: What fundamental understandings are necessary for assessment literacy? **Learning Point**: How might collaboration create a state of assessment literacy?
	Ongoing support, such as professional learning and/or coaching, will be available to support staff in gaining or enhancing the necessary knowledge, skills and dispositions needed to become assessment literate.	**Resource:** MAC Professional Learning Home Page
	A collaborative and supportive **plan** has been developed to help the staff develop a deeper level of assessment literacy knowledge, skills, dispositions, and practices.	**MAC Resource:** Assessment Literacy Standards

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|---|---|---|
| **Staff understanding of data analysis protocol** | All staff is knowledgeable about the effective use of a data analysis protocols such as the Collaborative Learning Cycle to inform future instructional and intervention needs of students. | **Assessment Learning Module**: Collaborative Inquiry Process |
| | An identified protocol for analyzing data is utilized consistently as part of the ongoing team meeting process. 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. | **Resource:** Data Conversations

Resource: Data Driven Dialogue

Resource: Wellman and Lipton: Data-Driven Dialogue |
| | Teachers will develop/select and use common scoring guides, rubrics, checklists, performance standards/proficiency levels, when scoring student assessments, and will do so collaboratively. | **Learning Point**: What is collaborative scoring? Why can it be so valuable?

Learning Point: What is gathering evidence of student understanding? |

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Accessibility to Results	A process and/or data warehouse tool is used to collect and organize interim benchmark and summative data for easy access, analysis, and distribution to users for use in accordance with the intended purpose(s).	
Using data to inform future actions	All users will use assessment results for the intended purpose(s): • Monitor and Adjust Instruction • Inform students and parents about learning progress • Monitor student Improvement • Predict future performance/achievement • Evaluate program/curriculum • Improve instructional program • Inform student services and placement decisions • Evaluate learning • Determine student, teacher, or system accountability • Evaluate district/school policies	**Assessment Learning Module**: Using Data Well

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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. All staff will utilize assessment results to inform changes in instruction and interventions for individual students and the group as a whole.	**Learning Point:** What are adjustment to teaching? **Assessment Learning Module**: Making Meaning from Student Assessments
	All users make use of assessment results, including subgroup performance, to influence decisions regarding the district's curriculum and instructional programs.	
Use of Multiple Measures	Assessment results from multiple measures will be collected and analyzed to inform future decisions.	**Resource:** Multiple Measures by Victoria Bernhardt

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Component F: STUDENT ENGAGEMENT IN THE ASSESSMENT PROCESS		
Data use by staff with students	All staff and students use the assessment results to reflect on their learning and to set goals for future learning.	**Learning Point**: What is self-assessment? **Learning Point**: What are adjustments to learning? PQS Strategy (Praise, question, Suggestion) **Learning Point**: What is Learning Agency?
Student engagement in reflection and goal setting	All district teams work collaboratively to develop and use grade/content specific rubrics that students will use as a part of the learning process.	
Student engagement in collaborative inquiry	All teachers actively involve students in collaborative inquiry through the self- reflection process.	**Article:** Narrative Reporting
Staff collaborate to develop tools for students' use as part of the learning process	All district teams work collaboratively to develop and use grade/content specific rubrics that students will use as a part of the learning process.	
Effective communication about student learning	All staff communicates effectively with students, parents, other teachers, administration, and community stakeholders about student learning.	**MDE Resource:** What Parents Should Know About Assessments