

Developing an Assessment Credentialing System for Educators

National Conference on Student Assessment
sponsored by CCSSO

Orlando, FL (World Center Marriott)

June 24, 2019 2:00-3:30 p.m. Grand Salon 3

2019 National Conference on Student Assessment

Sponsored by CCSSO since 1971, NCSA has been the trusted forum for assessment practitioners to learn and reflect upon current and emerging trends in education and educational assessments. Each year the conference draws around 1,000 attendees including federal, state, and district agencies, test publishers, educational consultants, university faculty, and organizations supporting technology, education, and business. The MAC enjoys the opportunity to present three 60 or 90-minute symposiums.

For the 2019 CCSSO NCSA conference, the MAC is contributing to three symposiums. To read more about these symposiums, visit the following pages...

Developing an Assessment-Credentialing System for Educators – Terri Portice, Ellen Vorenkamp, Tara Kintz, Jim Gullen, Ed Roeber, Kathy Dewsbury-White

Collaborative Scoring of Constructed-Response and Performance Assessments by Local Educators – Ed Roeber, Heather Vaughan-Southard, Jeff Cuff, Stuart Kahl

An Innovative Model for Helping Local Educators Learn to Use Formative Assessment Practices – Kristy Walters, Ellen Vorenkamp, Tara Kintz, Margaret Heritage, Kim Young

DATE

Monday, June 24, 2019
Tuesday, June 25, 2019
Wednesday, June 26, 2019

LOCATION

Orlando World Center Marriott,
Orlando Florida
[Get Directions](#)

Register

<https://www.michiganassessmentconsortium.org/event/2019-national-conference-on-student-assessment/>

2019 NCSA: Developing an Assessment Credentialing System for Educators

Michigan Assessment Consortium's Assessment Literacy Standards indicate the knowledge, performances, and dispositions assessment-literate students, educators, and policymakers possess. These standards are guiding long-term assessment learning. Some educators may seek an introductory assessment understanding; others may seek to learn more or become a certified assessment specialist. This session will describe the steps taken to implement this assessment-credentialing system for school administrators and classroom teachers. Assessment literacy activities occur at three levels: *Introductory (Level 1) – Eight online learning modules provide fundamental assessment knowledge, resulting in certificates for module completion; *Intermediate (Level 2) – Assessment topics in short courses requiring demonstration of proficiency, resulting in award of micro-credentials for courses completed; and *Advanced (Level 3) – Given a defined school/district assessment problem of practice, applicant demonstrates leadership ability in collaborative work, resulting in certification. These ideas are broadly applicable where both broad and deep assessment literacy are desired.

DATE

Monday, June 24, 2019

TIME

2:00 pm - 3:00 pm

LOCATION

Orlando World Center Marriott
Grand Ballroom - Salon 3
[Get Directions](#)

RESOURCES

Executive Summary-ACS-
NCSA 2019 MAC

<https://www.michiganassessmentconsortium.org/event/2019-ncsa-developing-an-assessment-credentialing-system-for-educators/>

Session Contributors

Presenters

- Jim Gullen, Assessment Consultant and MAC Board Member
- Tara Kintz, FAME Research Associate for MAC & MSU K-12 Outreach Specialist
- Terri Portice, Director of Teaching and Learning, Reeths-Puffer Schools & MAC Board Member
- Ellen Vorenkamp, Assessment Consultant, Wayne RESA & MAC Board Member

Moderator Kathryn Dewsbury-White, CEO/President, MI Assessment Consortium

Discussant Ed Roeber, Assessment Director, MI Assessment Consortium

the MAC....

Mission...of the MAC is to improve student learning and achievement through a system of coherent curriculum, balanced assessment and effective instruction. We do this by *collaboratively...*

- Promoting ***assessment knowledge & practice***
- Providing ***professional learning***
- Producing and sharing assessment ***tools and resources***

An education assessment-focused, non-profit organization.

A statewide consortium, governed by a volunteer board, serving our LEA's, ESEA's, education associations, SEA, and community.

Session Outcomes



Share the vision for the MI Learns Assessment System



Share Status of the System – including details about opportunities to learn at variety of 'levels' along a continua



Share ideas and perspectives related to future development of aspects of and uses of – the MLA System

OUTCOME 1



The WHY behind the MI Learns
Assessment System

As our society evolves,
so must its schools;



as schools evolve so must
the role of assessment...

Our New Mission is Codified in Educational Policy

We were charged with:
Leaving no child behind



Now we want:
EVERY student is to succeed



Society's New Directives

- ✓ Narrow achievement gaps
- ✓ Reduce dropout rates
- ✓ Universal high school graduation
- ✓ **ALL** students ready for college or workplace training
- ✓ Help each student become a **LIFELONG LEARNER**

Assessment's Role

Has been to:

- ✓ Max differences among students; highlight inequities; norm-ref testing
- ✓ Produce a dependable rank order based on achievement at the end of high school
- ✓ Serve as the basis for separating winners from losers

Can be to:

- ✓ Help overcome inequities
- ✓ Keep successful students succeeding and...
- ✓ Help struggling learners win too
- ✓ Promote universal academic competence as lifelong learners

As a result of the mis-use (abuse) of summative assessment...

....many teachers and students feel that assessment is something that is inflicted upon them rather than being an integral part of an efficient educational system.

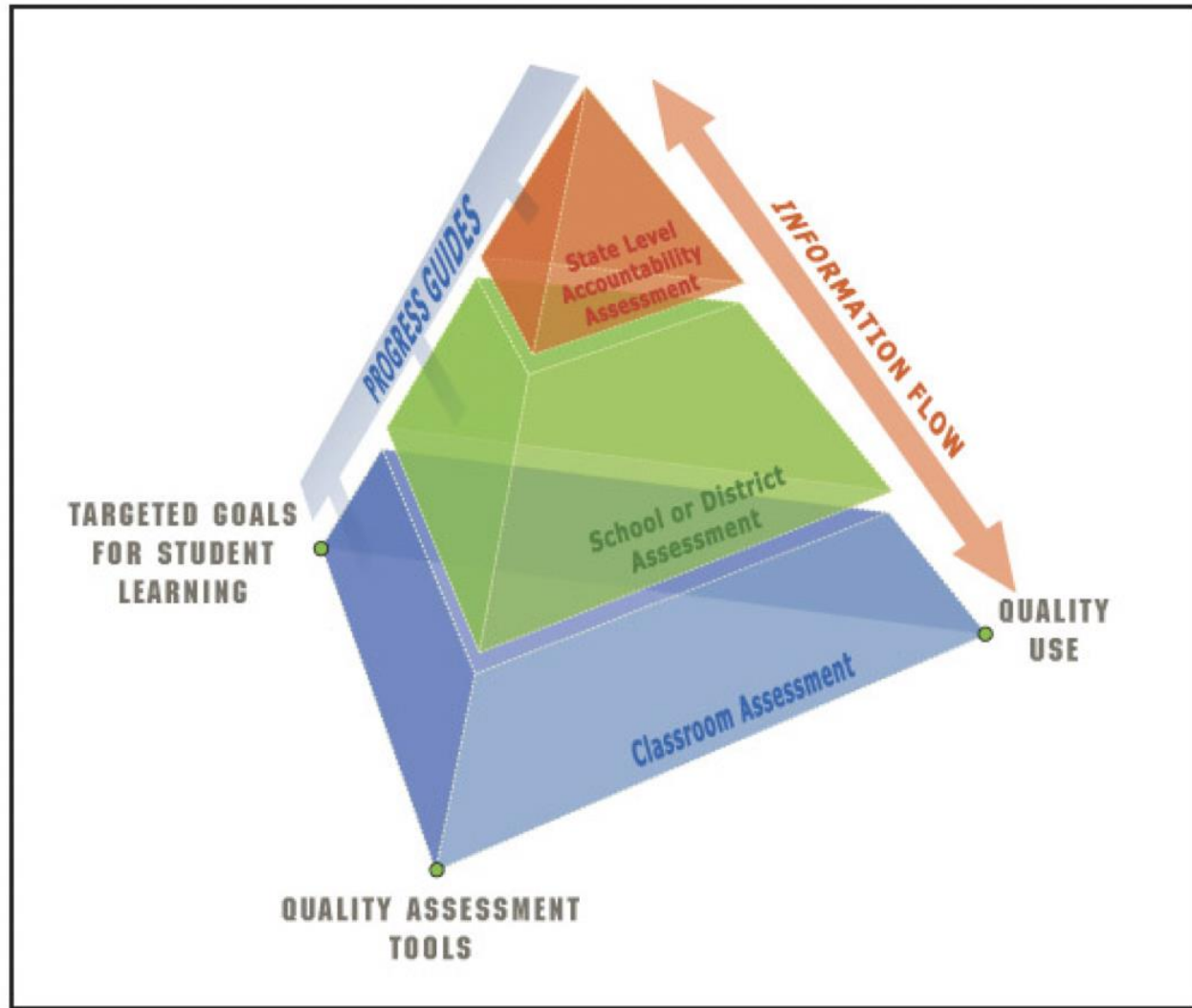
Some examples...

- NCLB
 - Increase in standardized testing, massive increase in stakes for these tests
 - "Failing Schools" grasping for anything in these data for "rapid turnaround"
- Michigan's Educator Evaluation Legislation
 - Every administrator legislated to be an evaluator
 - Requirement to measure and show "growth"
- We need assessment literate teachers, administrators, and policymakers so that we don't continue to mis-use (abuse) assessment...
 - It's counterproductive

Multilevel Assessment System Example (CAESL)

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 and development



Three Important System Properties & Principles

- **Comprehensiveness:** a range of measurement approaches should be used to provide a variety of evidence to support educational decision-making. No single assessment can be considered a definitive indicator of a student's competence.
- **Coherence:** the conceptual model of student learning underlying the various assessments within a system should be compatible. The conceptual base for the state assessment should be a broader version of one that makes sense at the finer-grained level.
- **Continuity:** measures student progress over time, more akin to a video recording rather than to the snapshots provided by most current tests. To provide such pictures of progress, multiple sets of observations over time must be linked conceptually so that change can be observed and interpreted. Models of student progress in learning should underlie the assessment system.

Source: National Research Council

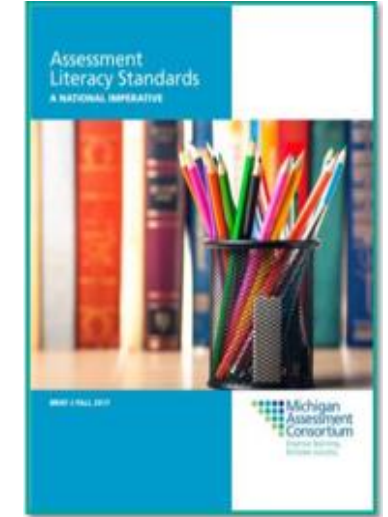
So, how do we move forward?

Clearly improving the assessment system is complicated, important business. It requires a system to make assessment more useful.

Assessment Literacy Standards

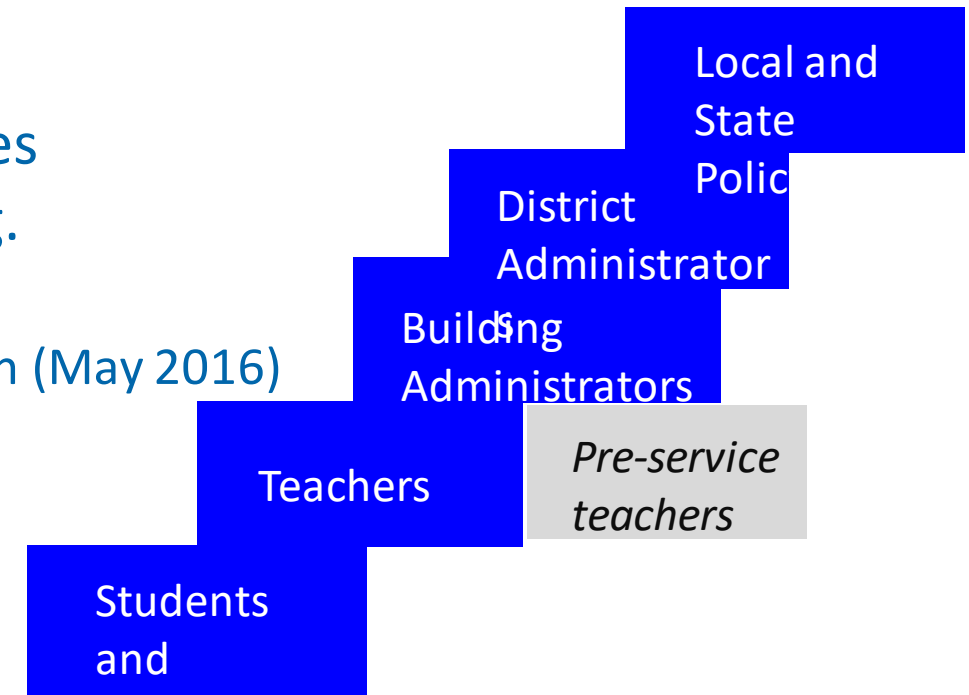
Provide standards for

- Students and their families
- Teachers
- Building Administrators
- District Administrators
- Policy Makers



Provide the basis for MAC's (and others') PL activities around assessment literacy...including credentialing.

Have been endorsed by the Michigan State Board of Education (May 2016)



Why This Work Is Complex:

New Graduate



Teachers



Students



District Administrators



Legislators/State Government



Parents &
Community Members

Board of Education
(State)

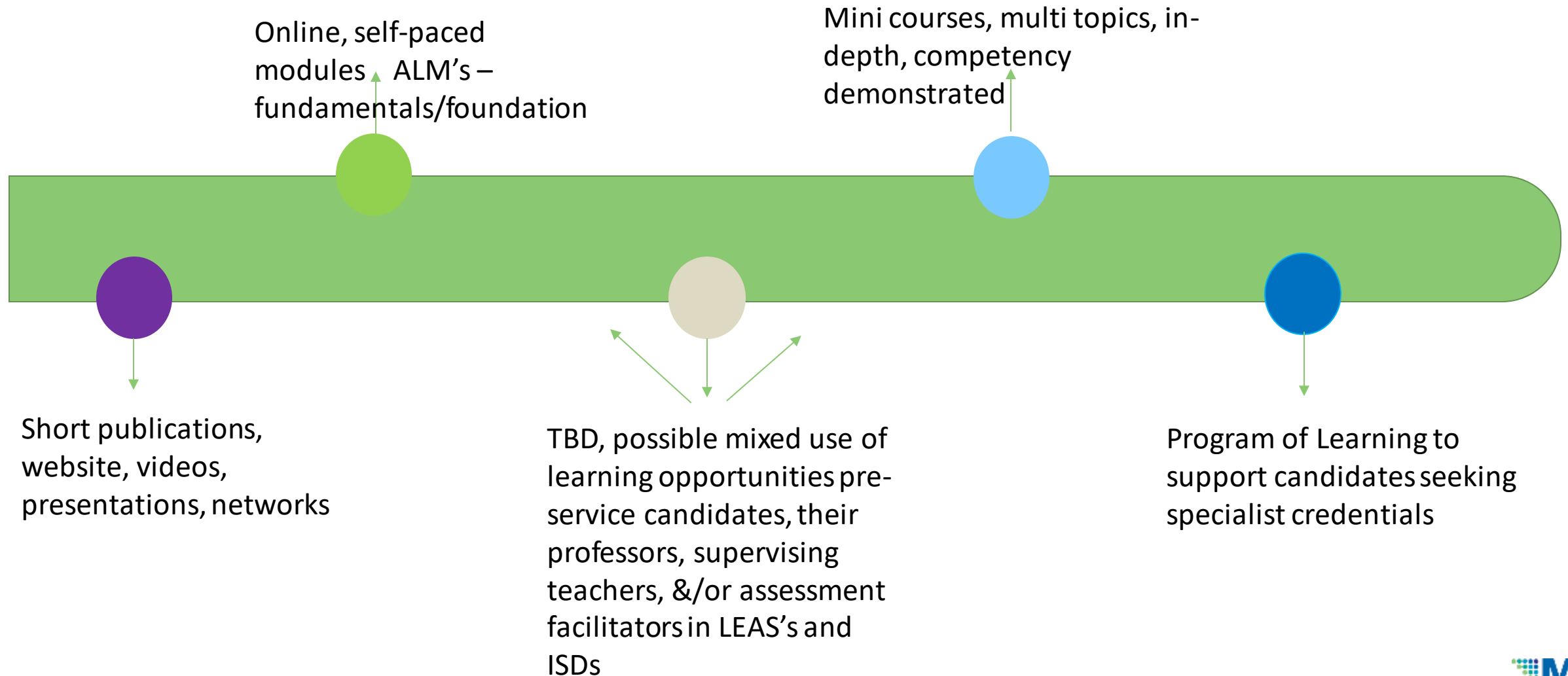
Board of Education
(Local)

OUTCOME 2



Learning opportunities required to “re-skill” an industry and its workforce to optimize use of assessment to **support/promote** *and* certify learning

Envisioned Continua of Learning Opportunities About Assessment – ALL stakeholders contribute to health of education system



Awareness Level Learning Opportunities

Seeding interest, meeting diverse needs, across many role groups...

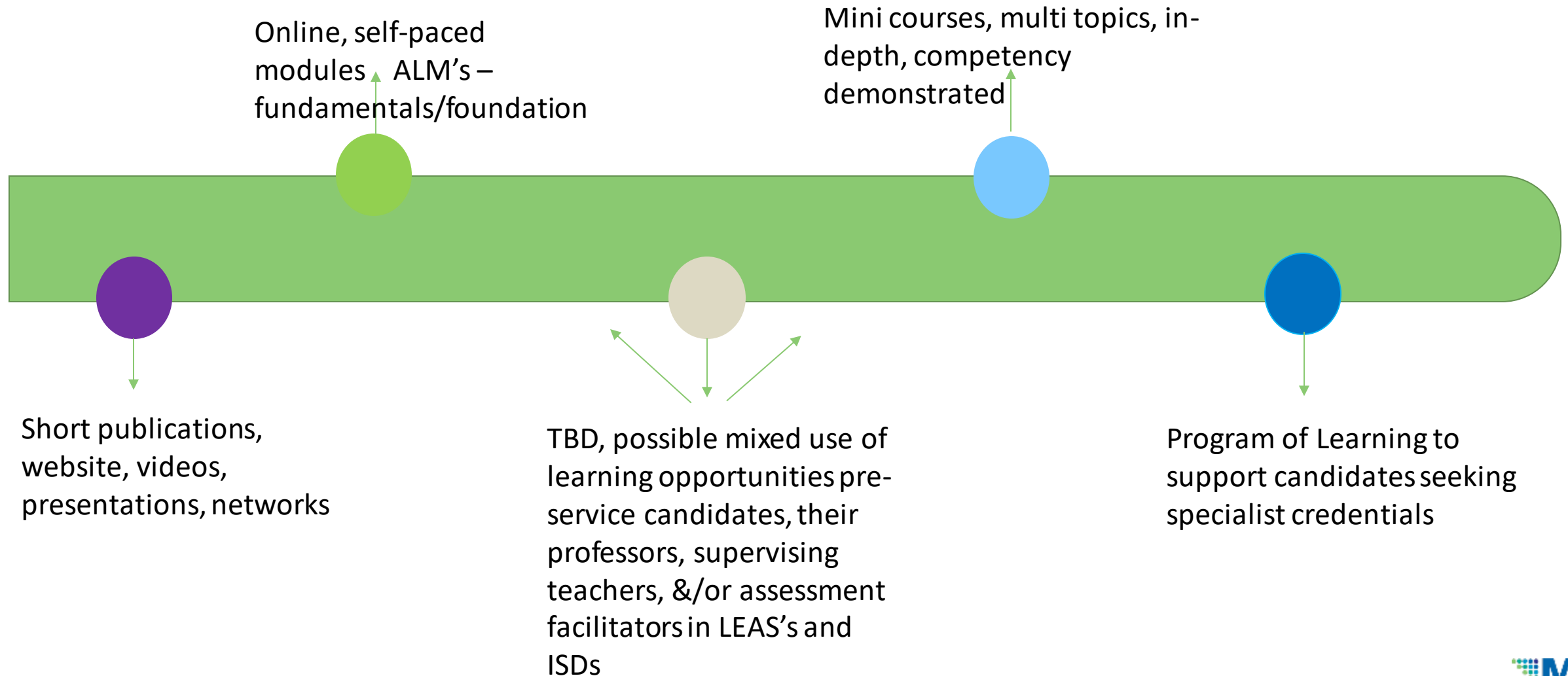
Short publications and videos

Presentations

Websites

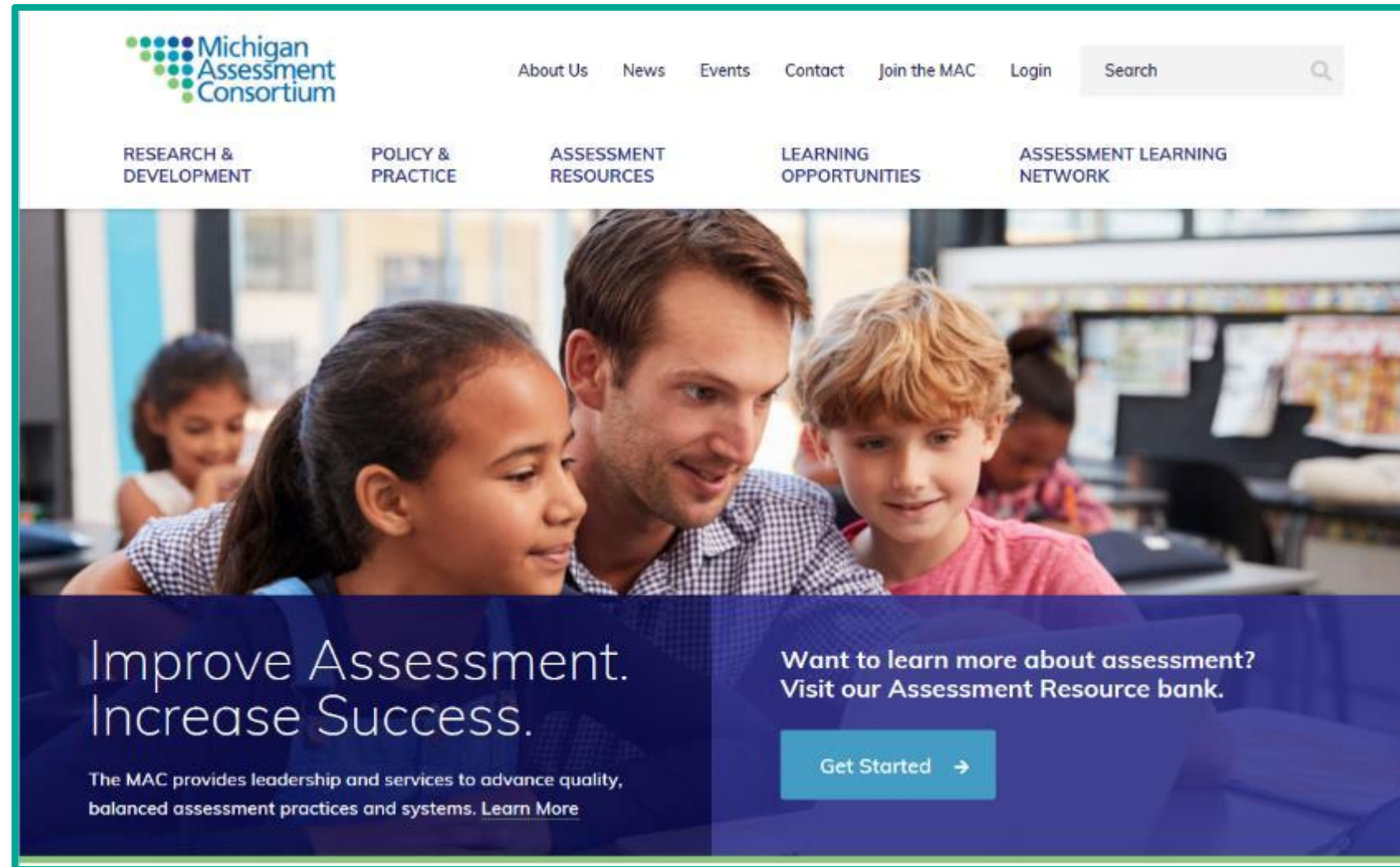
Assessment Learning Network

Envisioned Continua of Learning Opportunities About Assessment – ALL stakeholders contribute to health of education system



MAC Website

- Assessment Resource Bank
- Curated Collections
- Learning Opportunities



<http://www.MichiganAssessmentConsortium.org>

Publications and Videos



What do we mean by Assessment Literacy?

Student assessment has become increasingly important in education. Yet, despite the link between instruction and assessment—and the proliferation of large-scale and classroom assessment programs—most of those effected by student assessment may not understand all they need to know about assessment. All stakeholders—students, parents/assessments to benefit students—to improve their learning and their achievement.

Because of these issues, the Michigan Assessment Consortium (MAC) created “Assessment Literacy Standards” for various individuals who are affected by student assessments. Our hope is

Assessment literacy is the set of beliefs, knowledge and practices about assessment that lead a teacher, administrator, policymaker or student to use assessment to improve student learning and achievement.”

guardians, teachers, school administrators, and local and state policymakers—would benefit from learning more about:

- assessment tools and strategies used, and their purposes;
- the types of assessment that can best match objectives; and
- the strengths and shortcomings of the various types of measures.

They also need to be better prepared to use the results from all types of

that the assessment literacy standards for teachers, administrators, and policymakers will serve as the foundation from which the field comes to understand what assessment literacy means and the role and purpose of comprehensive, balanced, quality assessment systems.

This set of assessment literacy standards is intended to lead educators and policymakers, as well

The standards are not intended to be technical in nature, nor should

December 2016 | This information is aligned with the Assessment Literacy Standards at www.michiganassessmentconsortium.org



Interview Question 1–Margaret Heritage (2/13/17)

Margaret Heritage defines formative assessment.

Direct Link: <https://vimeo.com/210956537/1e2ff75fd2>

thinkpoint

What does it mean to use matrix sampling in student assessment?

by Edward Roebber, Ph.D.

INTRODUCTION

In most state- or district-level student assessments, all students are assessed on the same content using the same set of test items. Doing so helps to assure that content considered important is used in the assessments given to all students. The advantage of this approach is that the results can readily be compared across students, classrooms, schools, and districts, since all students have responded to the same items. Because the number of students who took these common tests can range from a few students to many, it may also be possible for educators to examine the performance of students on each test item or set of test items to make comparisons across items or content standards (such as, “on which item or set of items did students score the highest or the lowest?”).

The purpose of the standards is driven by both the users and uses of assessment. Assessment literacy is essential in this area where important decisions are being made about students, educators, and educational systems based on the data collected from students. Understanding the appropriate roles that student assessment can play to determine levels of student achievement and educational accomplishment, as well as to guide improved learning, is critical. Understanding what various assessment methods can and cannot accomplish is important to ensure that assessment information is used in the most positive and accurate manner possible.

The standards are not intended to be technical in nature, nor should

can be viewed as an inefficient and unnecessary use of testing time. Recent concerns about students spending too much time in testing have led some to ask the question: “Do we need to administer all of the test items to all of the students?” The answer to that question is: “It depends.”

The most positive impact of matrix sampling is the reduction in the total amount of time needed for testing while still obtaining group-level estimates of student performance. This can save assessment administration time and scoring time, and reduce the costs of assessment without adding much to the data analysis and reporting tasks.

What is matrix sampling?

Sampling described here is the purposeful selection of a subset of test items or persons. To be truly useful when a sample is selected, each test item or person needs to have an equal chance of being selected. When this occurs, we call it random sampling. Here, the word “random” means “equal chance,” not “haphazard” or “uncontrolled.”

The key is to draw representative samples-of items or of students.

Matrix sampling is the selection of both things (i.e. test items) and people (i.e., students). The first step is to construct a matrix containing all test items and all students. Step two is to choose from among two basic models of matrix sampling:

This Think Point document was produced by the Michigan Assessment Consortium (MAC) to address a recognized issue or challenge in educational assessment and to contribute to an ongoing conversation about how best to serve teachers and learners through high-quality assessment practices. The ideas expressed here are presented for information and reflection only and do not necessarily represent an official position of the MAC or its board. Let's talk! Send feedback to info@michiganassessmentconsortium.org



Updated December 2018

A Recent History of Educator Evaluation Policy in Michigan

How have teacher evaluations evolved as a strategy to provide students with equitable access to high-quality teaching?

“Teachers are the single most important school-related factor in a child’s education.”
— Michigan Council for Educator Effectiveness

Introduction to Educator Evaluation

Educator evaluations could play a significant role in building a strong education system in our country. The most significant purpose of educator evaluation is to properly assess the performance of teachers and administrators so that schools can ensure they employ and support the most effective education practice possible. In doing this, school districts level their focus on one important component of their system to assure the public that students are receiving the best education available, through the most effective, research-supported teaching and leadership behaviors.

Moreover, high-quality evaluation can be used as an improvement tool, informing the individual growth plans of all educators.

Finally, education leaders and policy-makers aim to use educator evaluation to protect the employment of the most effective teachers, while simultaneously filtering out educators who might not be performing effectively.

Purpose for this Paper

The positive presupposition that supports reforms to educator evaluation is that public schools nationwide will create, develop, recognize, and retain quality educators, who promote effective learning strategies and environments for students and contribute to student growth and success.

The Michigan Assessment Consortium (MAC) supports in principle the need for fair, balanced, and efficient systems for identifying effective practice among the teachers and leaders who are working in Michigan’s schools. We acknowledge that, over time, researchers have developed some high-quality evidence-based models for observing teaching and leadership practices. However, our available tools are somewhat less capable of measuring the impact of professional practices on student achievement and growth—a required feature in modern-day educator evaluation systems.

We support ongoing research and capacity building by all stakeholders in the evaluation process so that Michigan can continually improve our collective ability to:

- observe and report effective practice
- accurately measure and accurately attribute student growth; and
- support teachers and administrators in their roles as effective educators

To that end, we submit this paper as a means of developing a shared understanding of where we have been, where we find ourselves at present, and how we might further contribute to the body of knowledge and effective practice within Michigan’s educator evaluation system.



A Recent History of Educator Evaluation Policy in Michigan
© Michigan Assessment Consortium

1 | Page



MAC in a Moment

March 13, 2019

Grading for equity and learning

Grading is a complicated process and an ongoing challenge for teachers. Here are three thoughts on how it could better support equity and learning.

Cognitive science (how people learn and [how to understand what people know](#)) and [psychology](#) confirm that many of the historical grading practices we have adopted or adapted:

- fail to support learning and growth
- are sometimes unfair, and
- provide misleading or inaccurate information.

The [Equitable Grading Project](#) seeks to remedy this by identifying equity, fairness, and motivation as drivers that inform good practice. The Project’s report describes key aspects of “equitable grading”—that which is accurate, bias-resistant, and motivational:

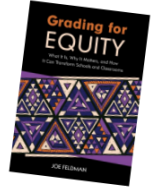
- Reflect growth and learning
- Value knowledge, not environment or behavior
- Lift the veil on how to succeed
- Build soft skills, without including them in the grade

Where does traditional grading go wrong?

A recent Education Week opinion piece, [“What Traditional Classroom Grading Gets Wrong,”](#) summarizes some of the Project’s tenets. In it, author Joe Feldman, who also wrote the book [Grading for Equity](#), puts forward the claim that many common grading practices are outdated, inaccurate, and harmful to student success.

In fact, grading policies—which appear to be an objective, fair, and accurate method to describe a student’s academic performance—often increase achievement gaps by infusing grades with teachers’ implicit biases or by rewarding or punishing students based on their families’ resources.

[Read this thought-provoking article.](#)



MAC in a Moment, feature: 3.13.19

1

www.michiganassessmentconsortium.org

Catalogue of Learning Moment Videos and searchable Resource Bank with... MAC branded publications & more

News



MAC in a Moment
Feb 20, 2019
“Success is not final, failure is not fatal; it is the courage to continue that counts.” – The quote



MAC in a Moment
May 8, 2019
“You cannot live as you become more compassionate, creative and just and it will



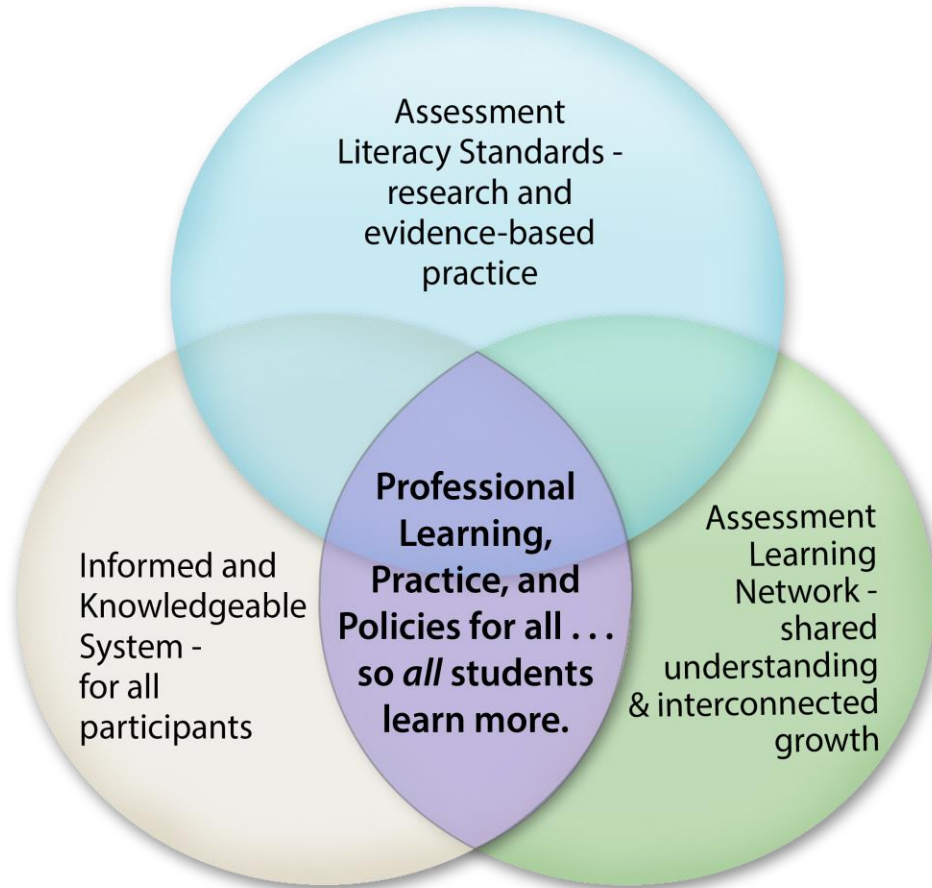
MAC in a Moment
April 24, 2019
Teaching creative thinking is necessary for all of our learners. This issue highlights some MAC



MAC in a Moment
April 10, 2019
Whether you think of globalization as referring to cultures creating economies competing or



Assessment Learning Network



A Vision...

- A professional learning community focused on improving assessment practices in public education
- A conduit between the MAC and Michigan's professional educational organizations that can work collaboratively to improve educators' assessment literacy
- A vehicle to promote the MAC's Assessment Literacy Standards throughout Michigan

Michigan Learns Assessment System: Three options for professional learning in Educational Assessment

Level 1

Foundational Learning

- **Purpose:** Access to fundamental concepts important to universal assessment literacy.
- Self-paced, online.
- No credential

Level 2

Mini-Courses - Competency Based

- **Purpose:** Access to fundamental concepts important to assessment literacy.
- Bundled to earn Assessment Apprentice credential.

Level 3

Credentialing System

- **Purpose:** Obtain one of two different credentials:
 - System Assessment Specialist (SAS)
 - Classroom Assessment Specialist (CAS)

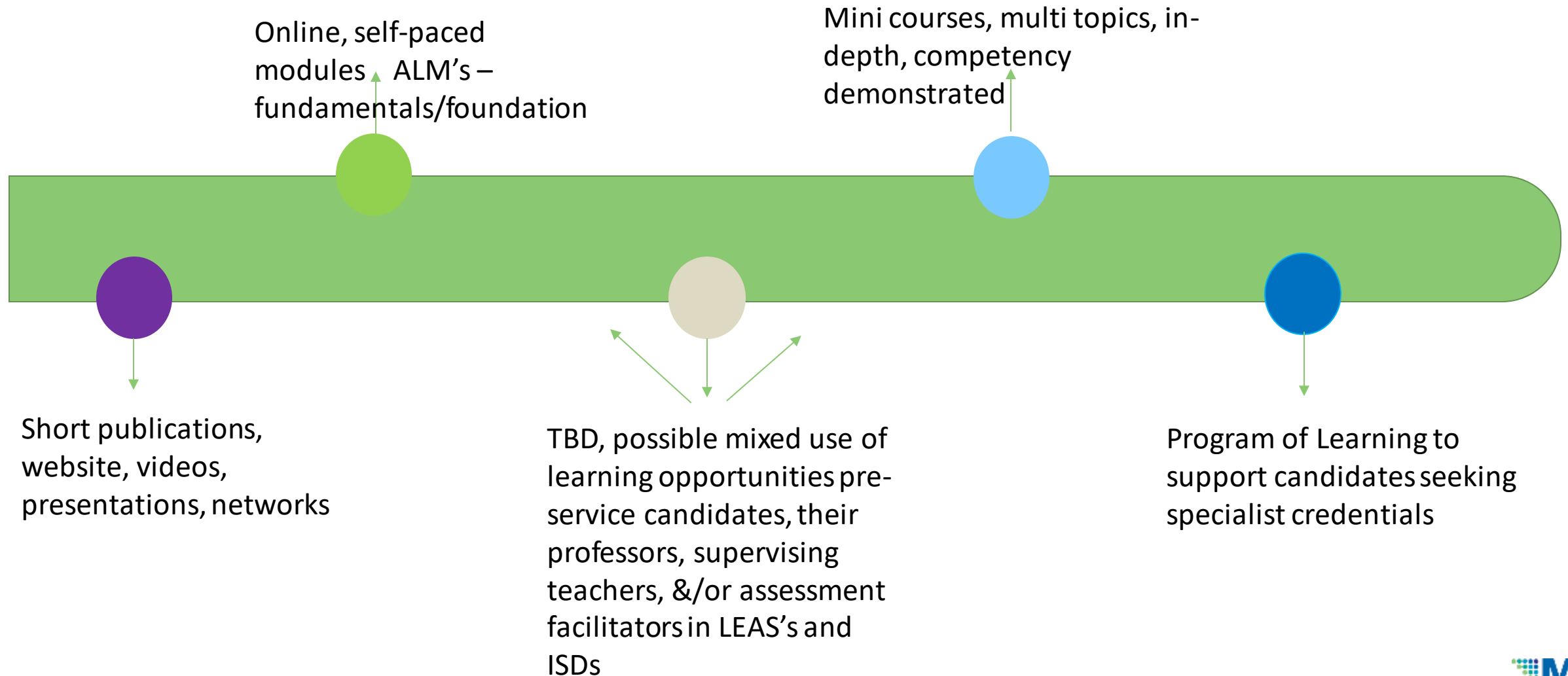


Assessment Learning Modules

Level 1 - Introductory



Envisioned Continua of Learning Opportunities About Assessment – ALL stakeholders contribute to health of education system



Level 1

Assessment Learning Modules



- **Purpose:** Access to fundamental concepts important to assessment literacy
- **Format:** Online, self-paced, non-facilitated
- **Audience:** Broad (teachers, admins, board members, others)
- **Credit:** SCECHs available
- **Content:** Aligned to Michigan Assessment Literacy Standards
- **Status:** 8 of 9 available through Michigan Virtual (MV); #9 to be released late summer 2019

Developing an Assessment Learning System for Educators (Level 1) Assessment Learning Modules

- Assessment Systems that Support 21st Century Learners
- Creating a High Quality Balanced Assessment System
- Developing Appropriate Assessments
- Selecting Appropriate Assessments
- Understanding the Formative Assessment Process
- Making Meaning from Student Classroom Assessments
- Using Assessment Data Well
- Understanding Technical Concepts Used in Student Assessments
- Collaborative Inquiry *released late summer 2019



Course Checklist ▾

Web Page

Journal ▾

Word Document

Assessment Systems that Support 21st Century Learners

SCORM Object

Journal Submission

Assignment

Course Credit Info ▾

Web Page

Table of Contents > Assessment Systems that Support 21st Century Learners > Course Checklist

Course Checklist ▾

Before you begin, review each item in this checklist so you know what is required of you as you complete the course.

1. Complete all of the activities within the course.

→ Course Checklist ▾
Web Page
Before you begin, review each item in this checklist so you know what is required of you as you complete the course.

→ Journal ▾
Word Document
Download the journal document by clicking on the link above. As you work through the course, enter your responses to each reflection into the document. Submit the document at the end of the course.

→ Assessment Systems that Support 21st Century Learners
SCORM Object
Click the link above to launch the content for the course at any time without losing your progress.

→ Journal Submission
Assignment
When you have completed the course, submit your journal reflection.

3. Review the resources under the Resources tab in the course.

Assessment Systems that Support 21st Century Learners

Menu Notes

- Assessment Systems that Support 21st Century Learners
- Your Presenter
- Key Concepts and Outcomes
- Key Vocabulary
- Assessment Literacy Standards
- Key Concept 1: 21st Century Learning
- Key Concept 2: Implications for Assessment
- Pause and Reflect #1
- Implications for Assessment
- Journal Reflection #2
- Implications for Teaching and Learning

Assessment Systems That Support 21st Century Learners

Here are some useful links and documents:

- Michigan Assessment Consortium
- Assessment Literacy Standards
- ALS Glossary
- Assessment Literacy Standards Brief
- Assessment Literacy Standard Codes for Assessment
- 9 Ways to Motivate Students
- Individual Leadership Action Tool
- Can Balanced, Quality Assessment Practices Predict Student Success?
- Suggested Resources for Assessment Systems that Support 21st Century Learners

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Online platform course visuals



Congratulations on reaching the end of the course!

After you have successfully viewed all of the course content and also submitted your journal, the Course Completion Quiz will become available. When you have successfully completed the Course Completion Quiz, then the course will automatically be registered as complete in the system. After completing the course, you can print a certificate of completion by going to your transcript within the professional learning portal by clicking on My Account in the My PLP menu in the navigation bar at the top of the course.

Completion of this course is worth 4 SCECH credits. After completing the course, the Professional Learning Portal (PLP) staff will submit your State Continuing Education Clock Hours (SCECH) information to the Michigan Online Educator Certification System (MOECS) within 10 days. At that time, you will receive an email confirming this submission and providing additional information about claiming your credits.



Download



Print

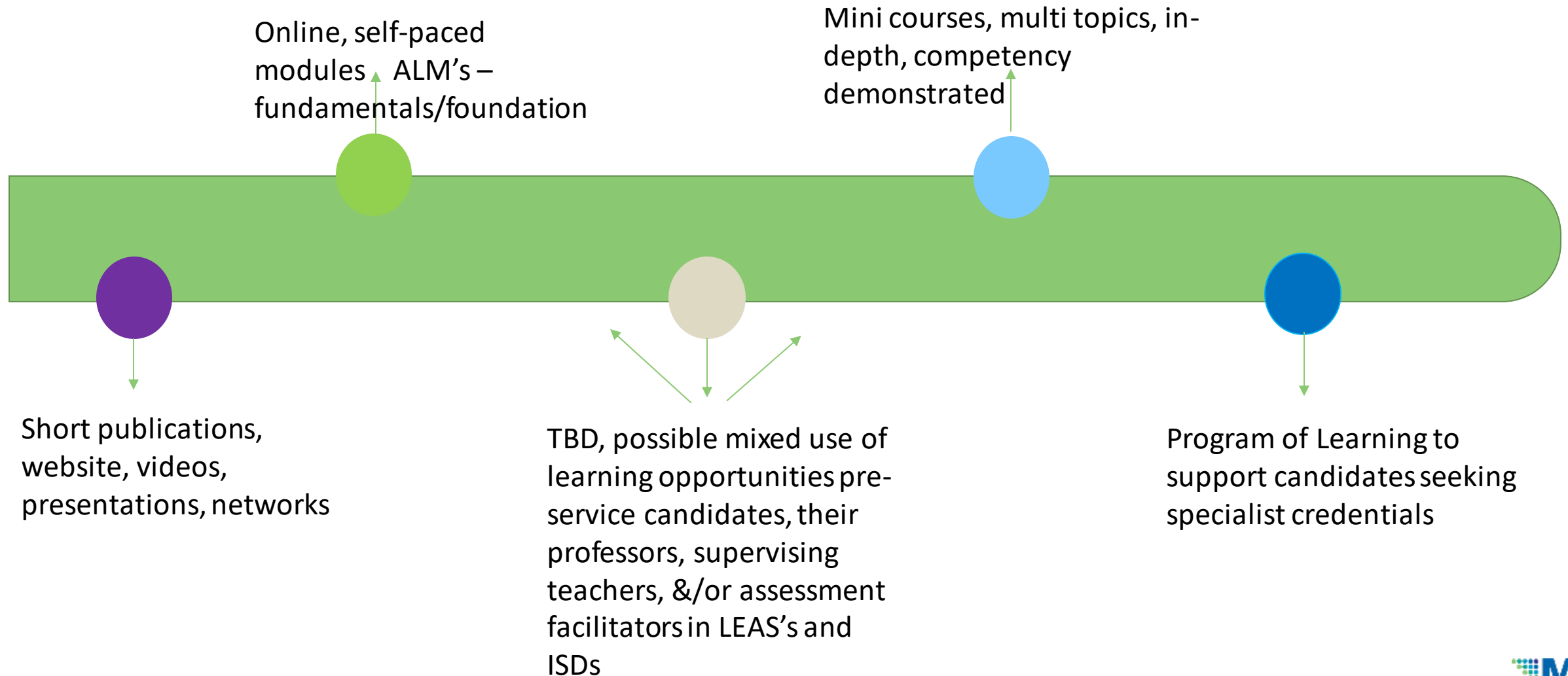


Assessment Mini Courses (micro-credential style)

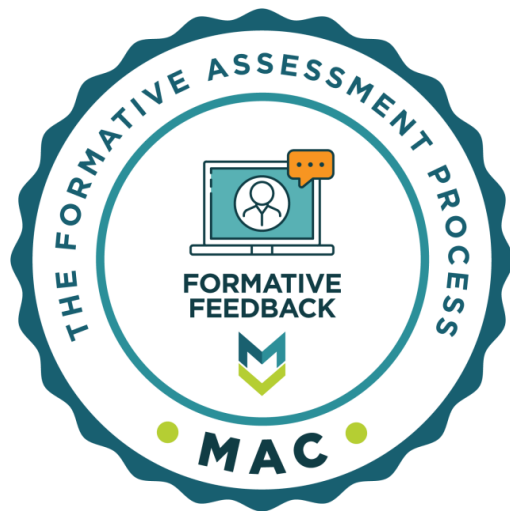
Level 2 - Intermediate



Envisioned Continua of Learning Opportunities About Assessment – ALL stakeholders contribute to health of education system



Level 2 Mini-Courses



- **Purpose:** Demonstrate competency in one or more assessment topics
- **Format:** Online, self-paced, required assignments, collected evidence, expert feedback organized by course facilitator
- **Audience:** Educators: those seeking CAS or SAS (Level 3) or seeking Assessment Apprentice credential or taking just one course or bundling a short-stack for other job need or personal enrichment needs.
- **Credit:** SCECHs; micro-credential; bundle to earn Assessment Apprentice credential
- **Content:** Aligned to Michigan Assessment Literacy Standards & CAS/SAS competencies
- **Status:** 15 of 28 developed, 4 currently being field tested.

Initial Catalogue of courses organized by Strands – Level II

Strand – Understanding Formative Assessment Process	Strand - Developing Balanced Assessment Systems
<ul style="list-style-type: none">• Introduction and Planning• Learning Target Use• Eliciting Evidence• <i>Formative Feedback</i>• Instructional Decisions	<ul style="list-style-type: none">• <i>Determine Purpose through Users and Uses</i>• Nature and Quality of Assessments• Developing a Balanced System
Strand – Developing Appropriate Assessments	Strand – Using Assessment Data Well
<ul style="list-style-type: none">• <i>Developing Learning Targets</i>• <i>Test Blueprint and Design</i>• Item Development• Item Preparation, Content & Fairness Review• Field-Testing, Review, Technical Manuals	<ul style="list-style-type: none">• Creating Collaborative Cultures for Data Use• Analyzing and Communicating• Using Data Appropriately & Ethically

Initial Catalogue of courses organized by Strand – Level II

Strand – Making Meaning from Student (classroom) Assessments

- Gathering Meaningful Student Assessment Data
- Analyze and Reflect on Evidence
- Teacher & Student Use of Data

Strand – Assessment Systems for 21st Century Learners

- Aligning Assessment to Cognitive Science
- Role of Assessment in 21st Century Education
- Leadership Actions to Support Balanced Assessment systems

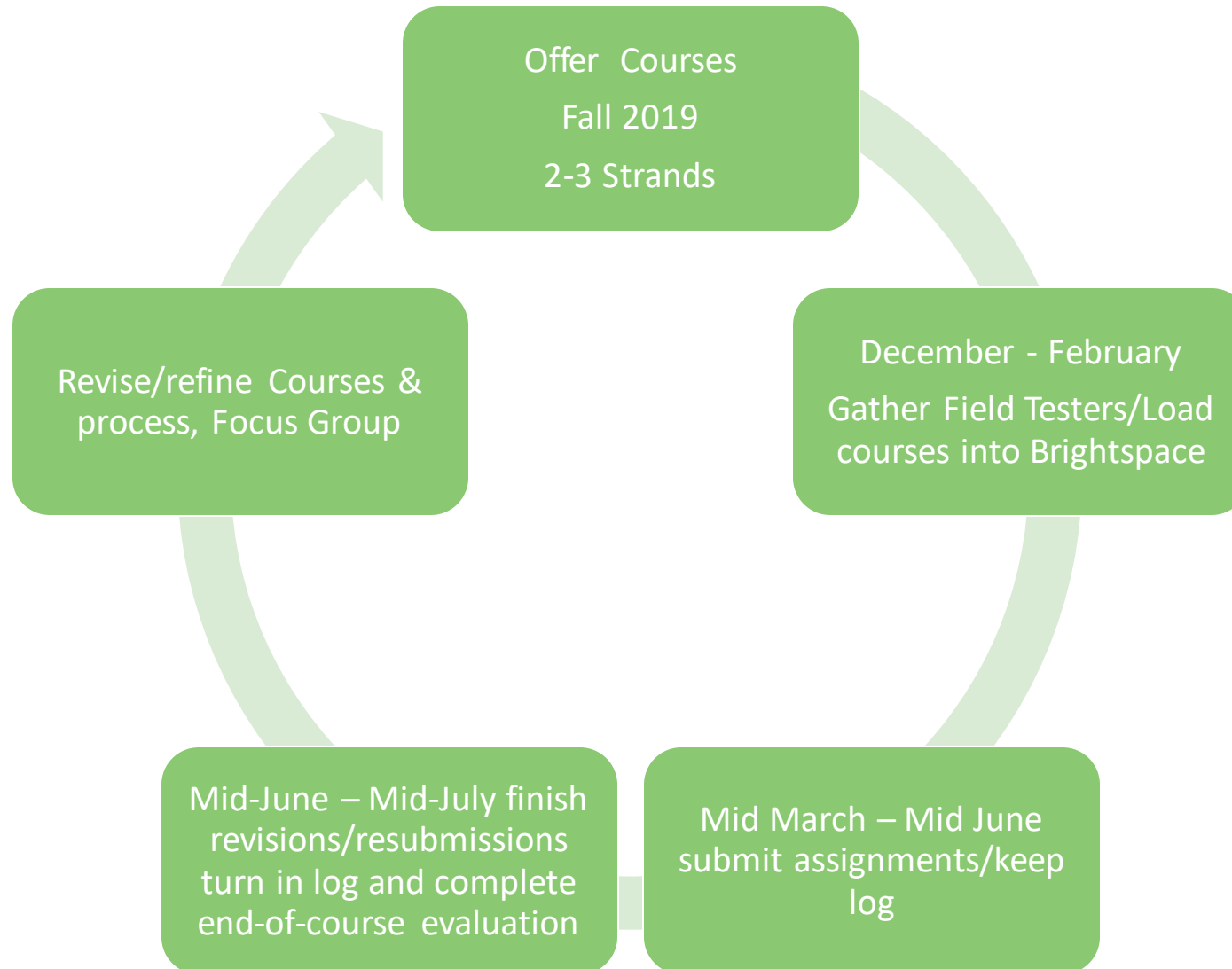
Strand – Selecting Appropriate Assessments

- Purposes & Characteristics of Assessments
- Technical Manuals
- Administration/Implementation (appropriate use)

Strand – Using Collaborative Inquiry to Improve Practice and Lead Change

- Nature of Learning & Relationship to CI
- Phases of CI & Planning
- Implementation of Phases & Reflection

Field Test Cycle of Activity



Example: Formative Feedback Course Outcomes

By the end of this course you should be able to:

- ✓ Define effective feedback
- ✓ Describe the impact of effective formative feedback on student achievement
- ✓ Define the difference between descriptive and evaluative feedback
- ✓ Identify the key attributes of effective feedback from the teacher
- ✓ Describe the benefit of peer and self-assessment
- ✓ Identify at least three important things to include when teaching students about peer and self-assessment
- ✓ Develop a plan for students to receive feedback
- ✓ Analyze various examples of formative feedback in specific content areas
- ✓ Provide feedback on one assignment in a specific content area
- ✓ Reflect on learning about the impact of formative feedback on student achievement

Level 2: Formative Feedback Example Course Outline

Assignments

There are six assignments to guide the learning in this course. These include:

- ✓ Assignment 1: Defining and Understanding Terminology
- ✓ Assignment 2: Key Attributes of Effective Feedback
- ✓ Assignment 3: Promoting Peer and Self-Assessment
- ✓ Assignment 4: Planning for Formative Feedback
- ✓ Assignment 5: Providing Effective Formative Feedback
- ✓ Assignment 6: Reflection on the Learning Process

The assignments include both instructional steps as well as evidence to be submitted. The instructional steps are recommended for your use to guide your learning. The evidence indicates the work to be submitted for each assignment. Successful completion of each assignment's evidence will be used to determine attainment of the micro-credential for the course.

Specialist Credentials

Classroom Assessment Specialist

System Assessment Specialist

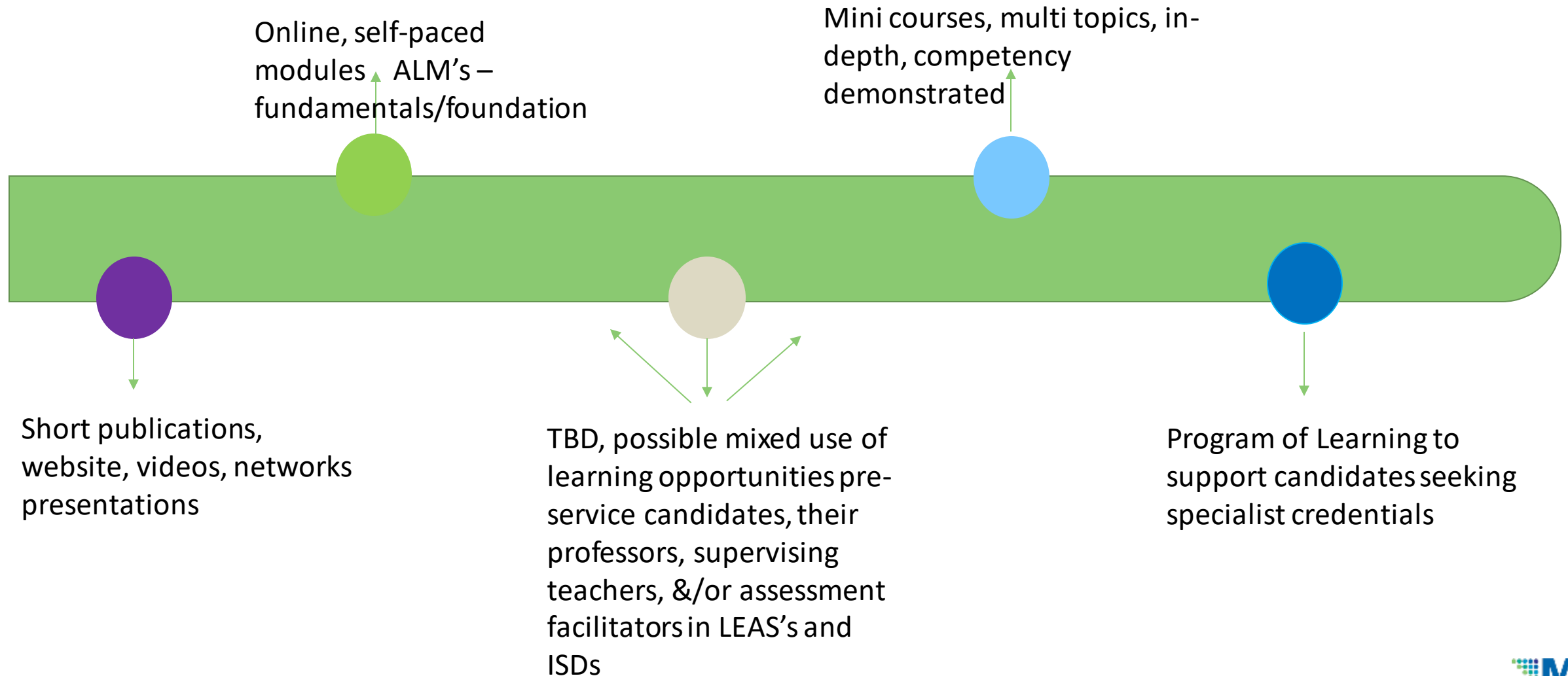
Level 3 - Advanced

Level 3

Credentialing System


- **Purpose:** Obtain one of two different credentials:
- System Assessment Specialist (SAS)
- Classroom Assessment Specialist (CAS)

Envisioned Continua of Learning Opportunities About Assessment – ALL stakeholders contribute to health of education system



Level 3

Assessment Specialist Credentials



Level 3
Credentialing System

- **Purpose:** Obtain one of two different credentials:
 - System Assessment Specialist (SAS)
 - Classroom Assessment Specialist (CAS)

- **Purpose:** Obtain one of two credentials:
 - System Assessment Specialist (SAS)
 - Classroom Assessment Specialist (CAS)
- **Format:** Blended learning; applied learning
 - *Program Support*—expert coach, Mini-courses/ALM’s current topic sessions/webinars, Collaborative Inquiry, optional cohort
 - *Demonstrated Competency*—capstone, portfolio of evidence, Presentation of Learning, command of literature
- **Audience:** Educators; those seeking career advancement and credentials
- **Content:** Aligned to Assessment Literacy Standards
- **Status:** CAS/SAS exit outcomes identified, Format for Program identified, optional learning opportunities via Level II courses 60% built, cultivating process to develop “coaches/facilitators/evaluators for Portfolios”

Michigan Learns Assessment System: Three options for professional learning in Educational Assessment

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Foundational Learning

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Level 2

Mini-Courses - Competency Based

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Level 3

Credentialing System

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 - Classroom Assessment Specialist (CAS)



Global Specialist Competencies

Classroom Assessment Specialist Competencies

- Demonstrate expert knowledge and implementation of **quality assessment practices**
- Engage students, parents, peers and other stakeholders in the **assessment process**
- Model, advocate, collaborate, and **lead others in use of quality assessment practices**

System Assessment Specialist Competencies

- **Plan, design, monitor, evaluate the district assessment system to:**
 - Uses reliable, valid, and fair measures;
 - Provides every student with equitable access to an education
 - Meets accountability needs/demands of the governing body overseeing the education system
- **Identify and provide professional learning** for all (district and building administrators, teachers, students, parents/guardians, and policymakers) to use assessment literate practices.
- **Use and report assessment results to support the educational outcomes** at the district, school, classroom, and individual student levels.

Specialists Credentials (Level III)

What Makes a Specialist...

The content for Level III has been developed for educators with **extensive assessment knowledge** who will serve in a leadership role within their school or district.

Participants interested in being recognized as Assessment Specialists will have the opportunity (optional) to engage deeply in the Level I/II content through engaging in work-based, relevant assessment-related tasks. They would participate in a specialist program of support that requires demonstration of competencies.

The MAC thinks every school district in the state should have a SAS and every school building should have at least one CAS

How the Learning Opportunities Deepen: an example with Summative Assessment

- Level 1 Understandings MLA System:
 - Tests are built for specific purposes. If we use them for things they are not designed for, we run a great risk of not being happy with the results (Lack of validity)
- Level 2 Understandings MLA System:
 - Level 1 Stuff
 - An understanding of the different kinds of questions that CAN be answered by assessment data and what those assessments look like
 - Proficiency
 - Growth
 - Learning Diagnosis
 -

How the Learning Opportunities Deepen: an example with Summative Assessment

- Level 3 Understandings MLA System
 - Level 1 and Level 2 stuff
 - An ability to craft quality assessments for common educational purposes
 - An ability to understand and evaluate validity arguments for extant tests
 - An ability to appropriately use the provided data from an assessment
 - An ability to recognize uses of assessment data that might impact the validity of those data
 - An ability to communicate assessment practices and results to stakeholders in the educational system

What Specialist Candidates Get... & What the Candidates Do...

Program Support (GET)

- Assessment expert coach
- ALM's & Level II mini courses (optional)
- Blended learning, cohort possibility
- Current topic sessions/webinars
- PL about Collaborative Inquiry to support implementation skills needed for assessment work in districts

Demonstrate Competencies (DO)

- Capstone Experience (applied & integrated)
- Portfolio of evidence
- Presentation of Learning
- Demonstrated knowledge of literature & research

Program Support & Methods to Demonstrate Competencies – under development

Sample Work Product

LEA Curriculum and Assessment Director

Criteria for selecting appropriate assessments

CRITERIA ASSESSMENT CHECKLIST – REETHS-PUFFER SCHOOLS

This checklist provides a series of questions aligned to each of the six criteria for selecting appropriate assessments found in this module. It is designed to be applied to a single assessment or assessment program.

Directions: For each question, check the appropriate box as Yes or No. For those questions checked as Yes, what evidence do you have to support your choice? Please record in the appropriate section.

SIX CRITERIA of ASSESSMENT DESIGN	YES	NO	QUESTIONS	EVIDENCE/NOTES
PURPOSE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Is the use and user of the assessment clearly established?	Yes, see communication to staff
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Will the assessment be used for improving curriculum, instructional programs or allocating resources?	Possibly, by looking at trends with FB and MSTEP to see consistent areas of weaknesses in our curriculum resources.
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Will the assessment be used for accountability purposes?	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Will the assessment be used to demonstrate educator effectiveness?	No
TECHNICAL MANUALS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Is the purpose and use of the assessment outlined?	See manual
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Is the assessment development process included?	See manual
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Are there specific details on the content and skills to be measured?	See manual
	<input type="checkbox"/>	<input type="checkbox"/>	Are the various types of items included on the assessment in the manual?	See manual
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Are data included that support the validity and reliability of the assessment?	See manual
CONTENT/SKILL ALIGNMENT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Does each item on the assessment align with the Michigan Curriculum Framework or the Michigan	See manual – yes, but it is not a 1:1 correspondence for individual standards;

SIX CRITERIA of ASSESSMENT DESIGN	YES	NO	QUESTIONS	EVIDENCE/NOTES
	<input type="checkbox"/>	<input type="checkbox"/>	College and Career Readiness Standards?	not directly aligned to CCR
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Do the assessment items align with the content and curriculum that teachers are implementing?	
RIGOR ALIGNMENT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Is there a test blueprint or guidance document that shows the level of cognitive complexity identified in the assessment items?	See manual
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Is the representation of each added?	
USABILITY of REPORTS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Do the reports provide information for the purpose of the assessment?	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Do the results provide information for the purpose of the assessment?	
	<input type="checkbox"/>	<input type="checkbox"/>	Do the results provide information for the purpose of the assessment?	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Does the assessment offer information for the purpose of the assessment?	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Are the results different from the assessment?	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Will the information be used for the purpose of the assessment?	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Can the information be used for the purpose of the assessment?	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Can the information be used for the purpose of the assessment?	
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Do the results provide information for the purpose of the assessment?	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Do the results provide information for the purpose of the assessment?	

SIX CRITERIA of ASSESSMENT DESIGN	YES	NO	QUESTIONS	EVIDENCE/NOTES
ADMINISTRATION/ IMPLEMENTATION	<input type="checkbox"/>	<input type="checkbox"/>	What kind of time will you need to administer?	Depends on level and content area. K-1 more time due to more individual testing; CMBR – approx. 15 minutes per individual student being tested; Reading & Math take approx. 30-45 minutes, for each assessment, three times a year.
	<input type="checkbox"/>	<input type="checkbox"/>	What is the turnaround time for getting results?	As soon as 70% of a grade level has tested then results are available.
	<input type="checkbox"/>	<input type="checkbox"/>	Will this be on-line or paper?	Online
	<input type="checkbox"/>	<input type="checkbox"/>	If on-line, are their technology considerations?	Technology: computer, headphones, mice (Computer lab or Chromebook Cart availability)
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Are their costs, and if so – what do they cover?	Cost per student, includes everything.
	<input type="checkbox"/>	<input type="checkbox"/>	Who will administer the assessment?	Classroom teachers and/or interventionist teacher
	<input type="checkbox"/>	<input type="checkbox"/>	Who will score the assessment?	Computer scored
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Does the administrator need special training?	Online modules (required) for everyone who administers the assessments; training is also available to Admin. (Overview)
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Are the directions adequate?	See directions
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Are the directions clearly stated?	See directions

Decision-Making Matrix – Reeths-Puffer Schools

A decision-making matrix is a useful tool to assist in thoughtful decision making. It uses a systematic approach to narrow down and compare two or more options by using a combination of weighted voting and ranking. This sample with guiding statements can familiarize you with the process. This template has been provided for schools or districts to customize for their own use when making decisions about assessments.

Purpose of the Assessment:

Explain whether the assessment will be used for accountability, evaluation, curriculum or instructional programs, resource allocation or another purpose.

Purpose of the Assessment Statement :	Instructional purposes; monitoring and intervening based on student needs.
--	--

Criteria and Descriptors for Review:

Review the criteria and descriptors below for a more clarified understanding of each.

Established Selection Criteria	Description
A: Purpose	Alignment with accountability, evaluation, curriculum or instructional programs or resource allocation
B. Technical Manuals	Provides purpose and use, assessment development information, skills measured, item types and data to support validity and reliability
C: Content/Skill Alignment	Aligns with designated standards and content and curriculum being taught
D: Rigor Alignment	Alignment of cognitive complexity of items and balance of representation shown in a test blueprint or guidance document
E: Usability of Reports	Reports provide purposeful, accurate information that is manageable to download, share, and manipulate. Reports provide directions for specific action, are of varied types related to the types of reports, and appropriate for intended audiences. Costs, if applicable, are clarified.
F: Administration/Implementation	Covers details related to costs, administering the assessment, scoring, directions given and professional learning needed.

Weighting the Criterion:

Weighting each criterion helps a group to decide what is most important among the criteria they are considering and helps to narrow down the assessment options. Districts should determine their own weighting scale such as 0-3, 0-5, or another scale.

Decision Making Matrix for Selecting Commercial Assessment Product(s).

Criteria	Weighting Factor 4= Highest; 1 Lowest; 0 Missing
A: Purpose	4
B: Technical Manuals	4
C: Content/Skill Alignment	3
D: Rigor Alignment	3
E: Usability of Reports	4
F: Administration/Implementation	
Cost	

Criteria Rating and Weighting across T

After the weighting factors have been determined above, the decision for the rating scale that indicates to should be determined and entered in the table. (For e the weighted factor should be determined for each ce finished.

Criteria and Weighting Factor	
Criterion A: Purpose Weight: 4	
Criterion B: Technical Manuals Weight: 4	
Criterion C : Content/Skill Alignment Weight: 4	
Criterion D: Rigor Alignment Weight: 3	
Criterion E: Usability of Report Weight: 4	
Criterion F: Administration/Implementation Weight: 4	
Cost Weight: 3	
Total Weight =	

The option that scores the highest indicates your top



TIP: If others who are involved in the deve isn't the best option, then reflect on the sc a sign that certain factors are more importa

Fast Bridge Assessments by Level and Time (2018-2019)

****Reminder you need to have your certification completed before giving each of the assessments. If you need to know which certifications you still need to complete, please see your principal.**

DO NOT DELETE ANY STUDENT ASSESSMENTS WITHOUT PERMISSION FROM YOUR BUILDING PRINCIPAL AND THE DIRECTOR OF TEACHING AND LEARNING

Kindergarten: <ul style="list-style-type: none"> • Concepts of Print (Fall) • Letter Names (Fall) • Onset Sounds (Fall) (Winter) • Letter Sounds (Fall) (Winter) (Spring) • Word Segmenting (Winter) (Spring) • Nonsense Words (Winter) (Spring) • Sight words (Spring) • aReading (Winter) (Spring) • aMath (Winter) (Spring) • Numeral ID (Fall) (Winter) (Spring) • Matching Quantity (Fall) • Number Sequence (Fall) (Winter) (Spring) • Decomposing (Winter) (Spring) • SAEBS (Fall) (Winter) (Spring) 	2nd – 4th Grade <ul style="list-style-type: none"> • aReading (Fall) (Winter) (Spring) • aMath (Fall) (Winter) (Spring) • NO CBM MATH • CBMReading/Comprehension/Recall (Fall) (Winter) (Spring) • SAEBS (Fall) (Winter) (Spring) <p>** CBM reading/comprehension recall is to be completed for EVERY student. These assessments will help with building/classroom interventions and with district planning. The information from this set of assessments will also be helpful for next years teacher as the data can be pulled overtime to give us trend data.</p>
1st Grade <ul style="list-style-type: none"> • Word Segmenting (Fall) (Winter) (Spring) • Nonsense Words (Fall) (Winter) (Spring) • Sight Words (Fall) (Winter) (Spring) • Sentence Reading (Fall) • aReading (Fall) (Winter) (Spring) • CBMReading (Winter) (Spring) • **with Comprehension/Recall* • aMath (Fall) (Winter) (Spring)** • Number ID (Fall) • Number Sequence (Fall) (Winter) • Decomposing (Fall) (Winter) (Spring) • Place Value (Winter) (Spring) • Visual Story Problems (Spring) • SAEBS (Fall) (Winter) (Spring) 	5th -8th Grade <ul style="list-style-type: none"> • aReading (Fall) (Winter) (Spring) • CBMReading/Comprehension/Recall* (Fall) (Winter) (Spring)** • aMath (Fall) (Winter) (Spring) • SAEBS (Fall) (Winter) (Spring) *check with your principal <p>** CBM reading/comprehension recall can be completed for students well below grade level (!!). These assessments are used for digging deeper for instructional planning and interventions. Talk to your principal if you have questions.</p> <p>Digging Deeper Assessments: The following are some additional assessments that can be used to dig deeper for students who are below grade level. Certification must be done before administering the assessments with students.</p> <ul style="list-style-type: none"> • Subitizing • Counting Objects

+Measures not listed – Word Rhyming and Word Blending are 1-2 minutes for

K-12:

****Everyone must also complete the following certifications:**

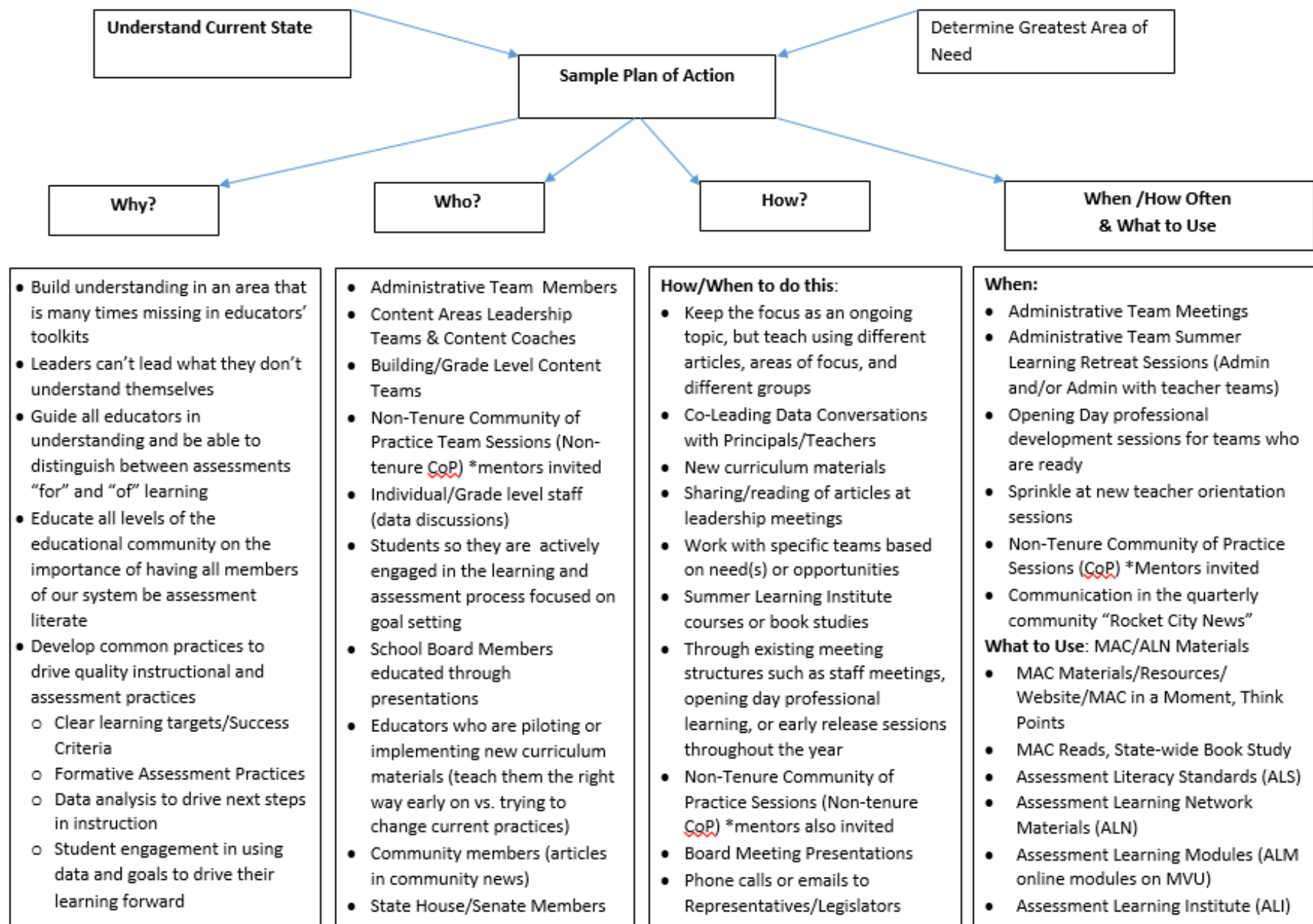
• Screening and Progress

• Oral Repetition

Yearly Interim Assessment Communication Guide

Reeths-Puffer Schools Plan for Creating an Assessment Literate Community

Reeths-Puffer's Plan of Becoming an Assessment Literate Community

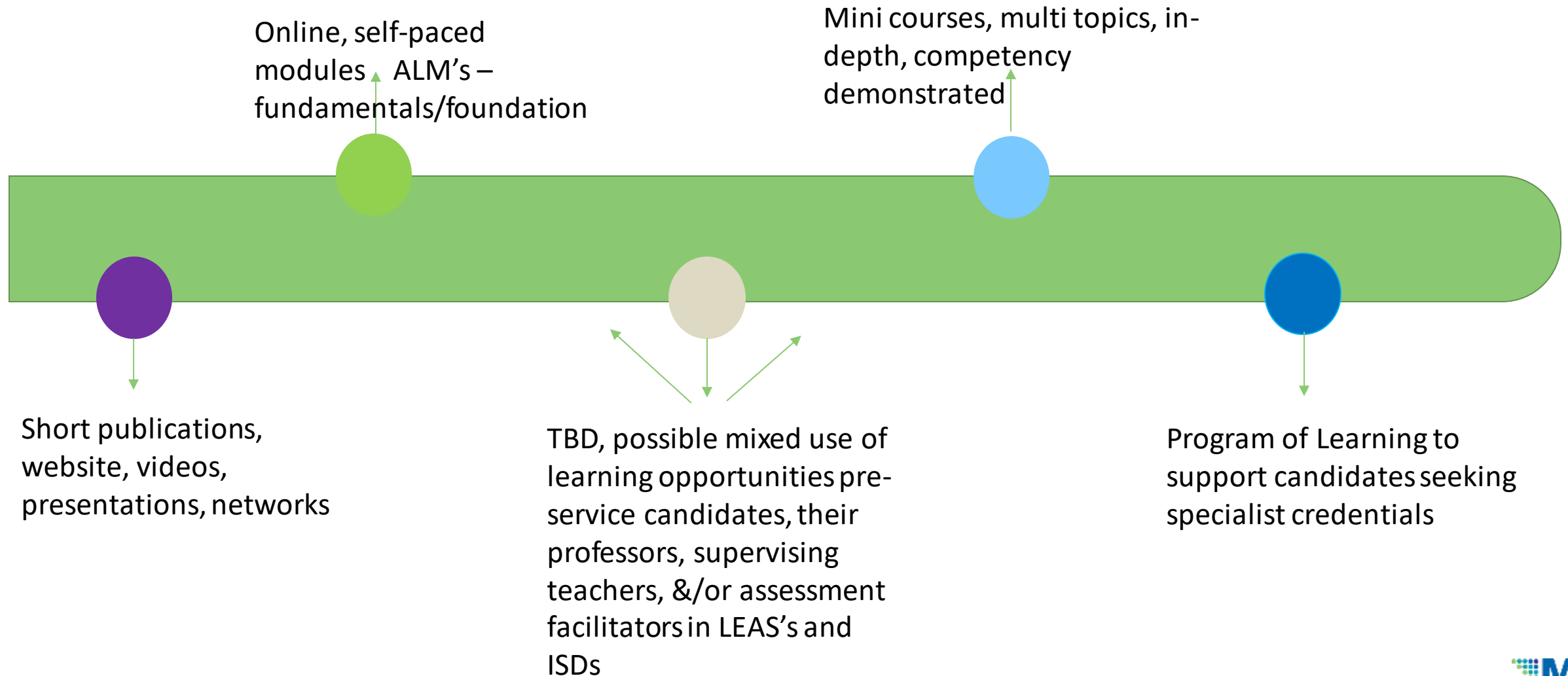


OUTCOME 3



Share ideas and perspectives related to future development of aspects of and uses of – the MLA System

Envisioned Continua of Learning Opportunities About Assessment – ALL stakeholders contribute to health of education system



Perspectives and Variety of Uses of Learning Opportunities

Consultant supporting LEA and ESEA practitioners

IHE's supporting pre-service preparation and graduate students

LEA Administrator supporting teacher induction and in-service learning

Assessment Learning Modules Level I and Micro-credential Style Courses level II – Future uses...

- **Future envisioned uses...**
- We see other professional certification programs accepting “short stacks” on assessment to meet a portion of their requirements
- Possibly used by pre-service prep programs or with supervising teachers during student teacher placement/induction
- Used to support district Assessment Facilitators responsible for leading implementation and innovation efforts (with other/additional resources)

Pre-Service Teachers' Assessment Literacy and its Implementation into Practice

- There is an increasing need to create assessment literate teachers (Popham, 2009; 2011).
- Teachers are not well trained to use assessment in the classroom and are poorly trained in standardized testing (Zhang & Burry-Stock, 1997; Zhang & Burry-Stock, 2003).
- There are gaps between assessment literacy in theory and practice. Teacher education programs need to highlight both theories of assessment as well as opportunities to engage in different types of assessment. This is necessary so that teachers are better able to select and implement appropriate assessment methods to support student learning (Siegel & Wissehr, 2011; Ogan-Bekiroglu & Suzuk, 2014; Ryan, 2014).

Assessment Learning Institute

The MAC introduces our first Assessment Literacy Institute (ALI), a **powerful professional learning offering designed to equip consultants, administrators, and teacher-leaders who have a responsibility to lead and work with colleagues to improve their assessment practice and systems.**

Benefits for Assessment Learning Institute Participants...

- ❑ Access to a network of Assessment Facilitators
- ❑ Support from assessment experts and the use of materials and resources tailored to support improvements to assessment practice and pursuit of effective assessment systems
- ❑ Access to selected MAC Assessment Learning Modules – at no additional cost – for the 2019-20 academic year

ALI: Session Outcomes

1

- Confidence in using the MAC Assessment Learning Modules and related resources with groups within a variety of professional learning settings and situations

2

- A network of peers to help support ongoing facilitation of assessment literacy.

3

- Increased understanding of assessment related content and protocols in the Assessment Learning Modules.

4

- A plan of action to flexibly use the Assessment Learning Modules and related resources within the context of their own work.

5

- The understanding that participants will share their facilitation ideas and resources with others in the network.

Administrative & Building Leadership Group Assessment Summit; June 2018



Reeths-Puffer Leadership Group Assessment Summit PLC

Assessment Summit: Understanding the Formative Assessment Process and Using Data to Drive Instruction

When: June 14 & 15, 2018

Where: Administration Building

Time: 7:45 Registration (SCECHS) 8:00am – 3:30pm **Lunch will be provided

Facilitators: Dr. Ellen Vornekamp, Wayne RESA Assessment Consultant, MAC Member
Terri Portice, R-P Director of Teaching and Learning, MAC Member

Who Should Attend: Building Administration, Instructional Coaches, and Teacher Leaders (30 maximum participants)

Learning Goals: Overarching Goals – To grow our collective assessment literacy knowledge to ensure the use of quality assessment practices and uses of the various assessments within our system.

Specific Goals include the following:

- 1) Understand the formative assessment process and key components.
- 2) Learn ways to use student data to drive teaching and learning.
- 3) Understand how the various assessments fit within a balanced assessment system.

Success Criteria:

Participants will be able to . . .

- 1) Describe the key components of the formative assessment process.
- 2) Understand how to use the various data sets to move learning forward.
- 3) Articulate how the various assessments used throughout the district fit within a balanced assessment system.

AGENDA

Thursday, June 14	Friday, June 15
7:45-8:00 Registration	7:45-8:00 Registration
8:00-9:45 <ul style="list-style-type: none"> Discuss the evolving assessment paradigm in education Define the formative assessment process Understand the difference between "assessment of learning" and "assessment for learning" 	8:00-9:45 <ul style="list-style-type: none"> Connecting the formative assessment process to make meaning from student assessments
9:45-10:00 Break	9:45-10:00 Break
10:00-11:30 <ul style="list-style-type: none"> Using the formative assessment planning tool; Focusing on the three 3 keys question that comprise the instructional cycle; understand key terminology 	10:00-11:30 <ul style="list-style-type: none"> Translating evidence into meaningful next steps; Noting the characteristics of quality rubrics and common scoring procedures
11:30-12:30 Lunch	11:30-12:30 Lunch
12:30 – 2:15 <ul style="list-style-type: none"> Providing quality feedback and adjusting instruction and/or altering learning approaches to move learning forward 	12:30 – 2:15 <ul style="list-style-type: none"> Understanding the different systems of assessment; connecting the types and pieces to create a balanced assessment system; Recognizing the various uses of assessment by different constituents
2:15 – 2:30 Break	2:15 – 2:30 Break
2:30 – 3:30 <ul style="list-style-type: none"> Supporting the formative assessment process from the classroom, building and district levels 	2:30 – 3:30 <ul style="list-style-type: none"> Documenting the three C's of Reeths-Puffer's Balanced Assessment system; Adjusting our district assessment plan as needed; and communicating the next steps in the plan with all stakeholders within the district

Why Am I Invited?

- 380.1526 Teachers in first 3 years of employment; assignment to master teacher; intensive professional development induction. ([Link to the Law](#))
- You are welcome to invite your mentor. Please just let us know who will be coming so we can ensure enough snacks for everyone!

What Is the Focus of the Meetings?

- Forming an Assessment Literate Culture that focuses on formative assessment practices to help us make informed instructional decisions; while actively involving students in the process.
- These sessions will be interactive in nature and you will walk away with new instructional and assessment strategies.
- Make connections between best practice instructional strategies and the 5D Rubric.

When/Where Will These Meetings Occur?

- Administration Building: see dates below

Reeths-Puffer Schools Non-Tenure Community of Practice (CoP) Meeting Schedule for 2018-2019



Assessment Summit Supporting Non-Tenure Staff through Professional Learning
Date: Tuesday, November 13, 2018 Location: Administration Building Time 4:15 – 6:15 p.m. Focus: <i>Assessment Literacy, The What, The Why, and the How (Assessment FOR and OF Learning)</i> **Snacks will be provided
Date: Tuesday, March 12, 2019 Location: Administration Building Time 4:15 – 6:15 p.m. Focus: <i>Assessment Systems that Support 21st Century Learners</i> **Snacks will be provided
Date: Thursday, April 11, 2019 Location: Administration Building Time 4:15 – 6:15 p.m. Focus: <i>Making Meaning from Student Assessment.</i> **Snacks will be provided

Learning Target:

I can define and give examples of Assessments Of and For learning.

Success Criteria:

- Read to learn about assessments and share our learning
- Be able to distinguish between assessments OF and FOR learning
- Develop an understanding of what formative assessments are and how they can be used

Learning Target and Success Criteria

Understand the importance of translating student “evidence” in ways that are useful to students, teachers, and other stakeholders, to move learning forward.

- Craft success criteria aligned to the learning target(s) that can be used by students.
- Determine the purposes of and the quality characteristics of rubrics.
- Increase the use of exemplars to ensure students do quality work.
- Emphasize the importance of consistent, well defined scoring procedures.
- Teach students to use self and peer assessment to increase their locus of control over their learning.
- Understand the characteristics and benefits of formative feedback.

Learning Target:

I can provide example of how formative assessment is critical in a 21st century learning environment.

Success Criteria: I will,

- be able to distinguish between and give examples of assessments FOR and OF learning.
- understand the dispositions of teachers who are assessment literate and what they believe.
- describe why classroom learning tasks and assessments need to be built around higher order thinking skills.

New Teacher & Non-Tenure CoP Sessions Learning Targets for the 2018-2019 Sessions



Discussant

Ed Roeber

MLA System Designed to Account for our Evolving Assessment Paradigm

FROM	TO
Summative	Summative & Formative
Solely Accountability	Teaching & Learning Tool
After Learning	During & After Learning
Condensed Results to Produce a “Score”	Detailed Description
Adults “do” the Assessment to Students	Adults & Students are Activity Engaged in Collecting and Providing Feedback
Notoriously Neglected the Facet of Teacher Preparation	Foundation of Effective Teacher Preparation
Notoriously Neglected the Facet of School Leadership	Foundation of Effective Leadership

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