



# RETURN-TO-SCHOOL ASSESSMENT GUIDANCE: GRADING FOR LEARNING

July 2020

*What critical components constitute High Quality Grading Practices in various instructional configurations?  
Can we still implement the gold standard (non-negotiables) or an acceptable variation with fidelity in the short term?*

## Introduction

The Michigan Assessment Consortium has published this *Return-to-School Assessment Guidance: Grading for learning* to clarify grading and reporting practices that advance student learning—no matter the learning environment. As Michigan educators return to schooling in fall 2020, it is important to focus on increasing student learning as the *ultimate* goal for grading and reporting.

As educators we are all striving to build “learner agency” in our students. As students build “agency” they build the necessary dispositions, skills, knowledge, and learning processes that encourages and empowers students to actively engage in the learning process. This is true in the short term, and for the long term students build the confidence to be productive, lifelong learners.

This *Return-to-School Assessment Guidance: Grading for learning* offers ideas and resources that can enhance educators’ current reporting/grading processes to ensure that student learning is at the forefront of their work. It will also help district leaders and teachers assist students in seeing themselves as self-directed learners—not just grade accumulators. The Guidance draws from the MAC Reads 2020 book study of Ken O’Connor’s book, [How to Grade for Learning \(4<sup>th</sup> edition\)](#) and a corresponding [comprehensive study guide and support materials](#). If districts feel that additional work is needed in this area, the links provided in the guide will help them get started. A companion document, [Return-to-School Assessment Guidance: A framework for high-quality assessment systems](#), is also available.

## 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 reporting and grading system designed to advance student learning. 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.

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## Strand: PURPOSE for GRADING

The **Purpose of Grades** is to communicate to students and parents the academic achievement of the student(s).

### Enduring Understanding

“The time has come to de-emphasize traditional grades and to demystify the entire grading process. We need to focus instead on the process of learning and progress of the individual student.”

–Kay Burke

### Resources

- Grading for Learning: Guidelines for Supporting Student Success  
[bit.ly/LP-Grading-for-Learning](http://bit.ly/LP-Grading-for-Learning)
- How To Grade For Learning 4th Edition, by Ken O’Connor (Corwin, 2019)  
Book: [www.amazon.com/How-Grade-Learning-Linking-Standards/dp/1506334156](http://www.amazon.com/How-Grade-Learning-Linking-Standards/dp/1506334156)  
Study Guide: [bit.ly/MAC-Reads-SG](http://bit.ly/MAC-Reads-SG)
- How do we achieve grading practices that support high-quality teaching and assessment (video clip):  
[vimeo.com/377636924/61bb823670](https://vimeo.com/377636924/61bb823670)
- Grading and Reporting: What we are learning from COVID-19  
Webinar 1: [vimeo.com/412910212/64a2a23426](https://vimeo.com/412910212/64a2a23426)  
Webinar 2: [vimeo.com/429431784/63aaf1fb0f](https://vimeo.com/429431784/63aaf1fb0f)

IMPLEMENTATION GUIDANCE			IMPLEMENTATION PLAN		
Purpose for Grading			Short Term	Long Term	
<b>CRITICAL COMPONENT:</b> What are the essential components of the <b>Purpose for Grading</b> as a high-quality “Grading for Learning” practice?	<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?	Get Ready to Implement	Implement	Monitor and Evaluate
<b>Shared definition</b>	<p>The <b>Purpose of Grades</b> is to communicate to students and parents the academic achievement of the student(s).</p> <p>A shared definition of the purpose will be collaboratively developed and communicated to all constituents (i.e., Administration, Staff, Students, Parents, Policy Makers, and Community Members).</p>	<p>A shared definition of the purpose of grades will be communicated to district and building level staff, as well as students and their parents.</p> <p>Teachers need to have a clear understanding of the purpose of each assessment and the need for a variety of assessment strategies to be used that match the given purpose</p>	<p>Begin by creating a preK-12 shared purpose of reporting/grading with a clear definition of what the district expects “grades” to communicate to all stakeholders.</p> <p><b>We do this by:</b> Having dialogue around these questions, posed by Tom Guskey and Jane Bailey.</p> <ol style="list-style-type: none"> <li>1. What information will be communicated in the report card?</li> <li>2. Who is the primary audience of the information?</li> </ol>	<p>An agreed upon collaboratively developed purpose for grading and a definition that has been communicated to all stakeholders (faculty, parents, students, community members, board of education, etc.) and is represented in all district literature (report cards, course syllabi, handbooks, board policy, newsletters, etc.).</p> <p>All teaching faculty will have the needed dispositions,</p>	<p>Use the <b>MICIP Process</b> to monitor, evaluate, implement, and determining impact.</p> <p>MICIP involves a shift in how we think about improving student outcomes (<i>mindset</i>) to engage in a comprehensive and iterative continuous improvement cycle (<i>process</i>) using a streamlined, integrated, web-based software application (<i>platform</i>).</p>

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			<p>3. What is the intended goal of the communication? 4. How should the information be used?</p> <p>Grade Level/Content teacher teams, either in buildings and then through a district-wide committee approach, will engage in dialogue around the purpose of grades and begin to draft a definition of what they believe grades should communicate.</p> <p>Teacher Voice in this process is important.</p> <p>Create a district-wide committee to guide reporting/grading decisions for the educational system.</p> <p>The responses from each of the teams will be brought to the district level committee, to synthesize teacher input that will be used to create an acceptable district-wide</p>	<p>understandings, and knowledge to effectively execute and uphold the purpose for reporting/grading practices, based on the definition, and used within every classroom, throughout the district.</p> <p>The district-wide committee will ensure there is a systemic, coherent, theory of action that will continuously provide teachers with research-based information to grow and refine their knowledge, strengthen their understanding, and support consistent implementation of the definition.</p>	<p><b>Process:</b> is built around the Michigan Continuous Improvement Cycle which is comprehensive and iterative.</p> <p><b>Assess Needs:</b> needs are assessed by analyzing whole child data.</p> <p><b>Plans:</b> are comprehensive and developed by engaging in root cause analysis to address prioritized needs, identify system supports, and blend or braid funding sources.</p> <p><b>Implement:</b> occurs with <b>Monitor</b> to ensure implementation achieves the intended impact...</p> <p><b>Evaluate:</b> to analyze and adjust with</p>

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			purpose and definition statement.  The final common definition for the purpose of reporting/grading will be communicated, across the district, to all stakeholders		continuous improvement in mind.  The <b>Platform</b> is a streamlined web-based application allowing districts to engage in continuous improvement with integrated tools and resources.

## Strand: GRADING ASSURANCES

### Enduring Understanding

Marks and grades are accurate and meaningful when—and only when— they are based on quality assessment and carefully recorded results.

–(Ken O’Connor, 2019)

**Teacher Mindset** (grade in pencil) helps teachers and students understand that grades can be changed as new learning is demonstrated.

#### Professional Judgment:

- Grades must be determined by: mode + more recent evidence + professional judgment.
- Educators must realize there is no “right” grade, but all grades must be justifiable.

### Resources

- What are learning targets?  
[www.michiganassessmentconsortium.org/wp-content/uploads/2019\\_January\\_LEARNING\\_TARGET\\_USE\\_FAME-3.pdf](http://www.michiganassessmentconsortium.org/wp-content/uploads/2019_January_LEARNING_TARGET_USE_FAME-3.pdf)
- What are learning progressions?  
[www.michiganassessmentconsortium.org/wp-content/uploads/2018\\_May\\_LP\\_What\\_are\\_Learning\\_Progressions.pdf](http://www.michiganassessmentconsortium.org/wp-content/uploads/2018_May_LP_What_are_Learning_Progressions.pdf)
- Start with a purpose when choosing an assessment.  
[www.michiganassessmentconsortium.org/wp-content/uploads/2018\\_May\\_LP\\_What\\_are\\_Learning\\_Progressions.pdf](http://www.michiganassessmentconsortium.org/wp-content/uploads/2018_May_LP_What_are_Learning_Progressions.pdf)
- How do we design assessment systems for modern learning?  
[www.michiganassessmentconsortium.org/wp-content/uploads/LP-ASSESSMENT-FOR-MODERN-LEARNING.pdf](http://www.michiganassessmentconsortium.org/wp-content/uploads/LP-ASSESSMENT-FOR-MODERN-LEARNING.pdf)

### Grading Perspectives

- Grading is not essential for learning; but feedback is.
- Grading is complicated.
- Grading is subjective
- Grading is inescapable
- Grading has research on how to grade.
- Grading has emerging consensus about best practices
- Grading that is faulty is damaging to students and teachers.

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Grades must be accurate	<p><b>Accurate:</b></p> <ul style="list-style-type: none"> <li>● Clear purpose</li> <li>● Clear targets</li> <li>● Sound Design and</li> <li>● Based on student achievement only</li> </ul> <p><b>For Grades to be Accurate:</b></p> <ul style="list-style-type: none"> <li>● Grading procedures should align with stated learning goals.</li> <li>● Grade is determined and reported for each learning goal with no overall grade.</li> <li>● Grades depend on clear, public performance standards that are understood by teachers, students, and parents.</li> </ul>	<p><b>Grading Practices:</b></p> <p>All stakeholders understand that grading procedures should <b>align</b> with stated learning goals.</p> <p>Understand performance levels and have begun to dialogue around acceptable grade level evidence.</p> <p>Teams will begin to collect and or develop exemplars that reflect quality evidence at each performance level.</p>	<p>Begin a book-study, with a Pre-K-12 diversified group that represents District and building administrators, general/special education teachers, specialty consultants (ELL) etc., or the entire district, utilizing the Book: <i>Grading for Learning</i>, 4th Edition, written by Ken O’Connor (2019) and the corresponding book-study guide which is free and available through the Michigan Assessment Consortium.</p> <p>This group will learn and lead this work, as a collaborative preK-12 leadership team, to support the work in their respective grade level and/or content teams</p> <p>This collaborative, preK-12 representative learning group will help guide and support grade level and content teams in effectively</p>	<p><b>8 Guidelines to Ensure Grading assurances</b> are understood and are being implemented with fidelity in every classroom.</p> <ol style="list-style-type: none"> <li>1. Grades are based on standards.</li> <li>2. Grades are determined by the use of performance standards.</li> <li>3. Students are graded on individual achievement.</li> <li>4. Grades are based on a sampling of</li> </ol>	<p>Use the <b>MICIP Process</b> to monitor, evaluate, implement, and determining impact.</p> <p>MICIP involves a shift in how we think about improving student outcomes (<i>mindset</i>) to engage in a comprehensive and iterative continuous improvement cycle (<i>process</i>) using a streamlined, integrated, web-based software application (<i>platform</i>).</p> <p><b>Process:</b> is built around the Michigan</p>



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<b>Grades must be consistent</b>	<p><b>Consistent:</b></p> <ul style="list-style-type: none"> <li>Grading practices</li> <li>Rubrics/Exemplars are used by students and staff</li> </ul> <p><b>For Grades to be Consistent:</b></p> <ul style="list-style-type: none"> <li>Performance standards are consistently used by teachers; especially those teaching the same grade level or course.</li> <li>Teachers will consistently assign grades based on clearly described, criterion referenced performance standards.</li> <li>Grades should be derived and reported for learning goals from summative assessments.</li> </ul>	<p>Teachers are beginning to explore varied methods of recording student achievement based on specific learning goals and not on the assessment method.</p> <p>Teachers understand that grades will not be used to reward or punish students for behaviors. Behavior and work habits will be reported separately from the assessment of learning.</p> <p>Teachers will begin to recognize the various types of assessment and begin to apply the conditions of quality when they plan and implement classroom assessment.</p>	<p>utilizing the definition of the “purpose for grading” in the development of grading expectations for the various levels, and groups, that represent the all preK-12 staff and students.</p> <p>Identify “priority standards” through a collaborative process during collaborative learning events. Priority standards will be used, in a coherent manner PreK-12. These priority standards will be piloted by all staff throughout the 2020-2021 school year. These expectations will serve as the focus for student reporting.</p> <p>Ensure student understanding and success by assuring grades depend on clear, public performance standards that are understood by teachers, students, and parents</p> <p>Performance levels should be consistently applied by teachers—especially those teaching the same grade level or course.</p>	<p>student performance.</p> <p>5. When determining grades, teachers emphasize more recent evidence.</p> <p>6. Teachers use professional judgement to determine grades not just calculating a score.</p> <p>7. Teachers use quality assessments and keep accurate records</p> <p>8. Teachers Involve students in the grading and assessment process</p>	<p>Continuous Improvement Cycle, which is comprehensive and iterative.</p> <p><b>Assess Needs:</b> needs are assessed by analyzing whole child data.</p> <p><b>Plans:</b> are comprehensive and developed by engaging in root cause analysis to address prioritized needs, identify system supports, and blend or braid funding sources.</p> <p><b>Implement:</b> occurs with <b>Monitor</b> to ensure implementation achieves the intended impact.</p>

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<b>Grades must be meaningful</b>	<p><b>Meaningful:</b></p> <ul style="list-style-type: none"> <li>Learning task(s) are meaningful and worthy of doing.</li> <li>Learner understands the purpose of the learning (broader purpose of the learning).</li> </ul> <p><b>For Grades to be Meaningful:</b></p> <ul style="list-style-type: none"> <li>Grades are consistently based on individual achievement of the stated learning goals.</li> </ul>	<p>Teachers need to communicate with students, in age appropriate ways, about how their academic achievement will be determined and how they will determine grades.</p>	<p>Common rubrics and/or exemplars will be developed and refined, over time, by level/content grade level teams; for use in helping determine proficiency against stated performance levels.</p> <p>The group will work to create a proposed system-wide grading policy that will ensure a common set of standards and actions that will guide all future reporting/grading for all teachers in grades preK-12.</p> <p><b>The grading policy will include:</b></p> <ul style="list-style-type: none"> <li>Grading Individual Achievement: Teachers will report/grade based on individual student achievement only. Teachers will report behaviors such as work skills, attendance, etc. in a separate category to ensure that achievement levels are not distorted and that work habits/social skills are clearly reflected and communicated. Both of these categories are important therefore should be</li> </ul>	<p><b>Common Reminders:</b></p> <p>All stakeholders understand that learning is an ongoing process; what matters is how much learning occurs, not when it occurs.</p> <p>All educators understand and respect the fact that individual students learn at different rates and do not always perform at their real level on their first attempt, at a set time, or on one method of assessment.</p> <p>Educators will communicate clear and accurate statements about student achievement to reflect each</p>	<p><b>Evaluate:</b> to analyze and adjust with continuous improvement in mind.</p> <p>The <b>Platform</b> is a streamlined web-based application allowing districts to engage in continuous improvement with integrated tools and resources.</p>
<b>Grades must support learning</b>	<p><b>Supports Learning.</b></p> <ul style="list-style-type: none"> <li>Lessons are built on learning progressions.</li> <li>Common Rubrics known at the beginning of the learning.</li> <li>Feedback is ongoing and supports future learning.</li> </ul>	<p>Teachers need to model for students how to be involved in the assessment process—through self-assessment, reflection, and goal setting.</p> <p>Students must see assessment as something that is done</p>			

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	<ul style="list-style-type: none"> <li>Students are actively involved in the learning process.</li> </ul> <p><b>For grades to be supportive of student learning:</b></p> <ul style="list-style-type: none"> <li>Teachers know, understand, and apply the conditions of quality when they plan and implement classroom assessment.</li> <li>Teachers need to communicate, in age appropriate ways, how teachers will assess academic achievement, including how they will determine grades.</li> <li>Students know in advance how they will be and what criteria will be used for assessing.</li> </ul>	<p><u>with and for</u> them and as an integral part of the learning process.</p>	<p>reported separately to ensure that the current status for each category is accurately communicated.</p> <ul style="list-style-type: none"> <li>Sampling student performance: Teachers will engage in collaborative learning to ensure collective understanding of the difference between the formative assessment process and summative assessment(s). Teachers will gather information throughout the learning so that they can monitor learning along the way and to intervene by nudging the learning to the next level throughout the learning process.</li> </ul> <p><b>Emphasizing most recent grades</b></p> <p>Grades should be determined by the student’s most consistent level of achievement, with more emphasis placed on more recent evidence.</p>	<p>learner’s current levels of skill and understanding, (i.e. Narrative Reporting)</p> <p>Districts/Schools should have assessment development and/or use policy that affirms a commitment to quality assessment.</p>	

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	<ul style="list-style-type: none"> <li>Students need to be involved in the assessment process, through self-assessment, reflection, and goal setting.</li> <li>It is critical that students see assessment as something that is done with and for them as a natural part of the learning process.</li> <li>Educators must realize there is no “right” grade, but all grades must be justifiable.</li> </ul>		<p><b>Determine grades</b></p> <p>All stakeholders must understand the importance of using quality assessments that provide quality evidence.</p> <p>All educators will explore and learn how to keep records of student achievement by learning how to gather the appropriate evidence that matches the purpose of the assessment.</p> <p>Teachers will collaboratively learn to apply each condition of quality assessment (clear purpose(s), clear and appropriate targets, and sound design) as they work to develop clear learning targets and expectations that enhance the learning process.</p> <p>Teachers need to develop a process of how to keep records, of student learning status, either on paper or on the computer—not just in their heads.</p>		

## Strand: LEARNER AGENCY

Discuss and involve students in assessment, including grading, throughout the teaching and learning process.

### Enduring Understanding

Learner agency includes...

- engagement
- autonomy
- self-regulation
- active learning

The goal is to help students throughout their schooling to become learners who are self-efficacious and exhibit a love of learning.

Students must see assessment as something that is done with and for them and as an integral part of the learning process.

### Resources

- What is learner agency?  
[www.michiganassessmentconsortium.org/wp-content/uploads/2019\\_April\\_What-is-Learner-Agency.pdf](http://www.michiganassessmentconsortium.org/wp-content/uploads/2019_April_What-is-Learner-Agency.pdf)
- What is formative feedback? Why is feedback from the teacher important?  
[www.michiganassessmentconsortium.org/wp-content/uploads/LP-FORMATIVE-FEEDBACK-1.pdf](http://www.michiganassessmentconsortium.org/wp-content/uploads/LP-FORMATIVE-FEEDBACK-1.pdf)
- How does more descriptive feedback and fewer summative marks promote learner progress and self-agency?  
[vimeo.com/377639002/66555e7266](https://vimeo.com/377639002/66555e7266)

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<b>Engagement</b>	Students have developed self-agency that allows them to engage and learn in the short term, and be	Students are being introduced to the elements of “learner agency” and getting information on what that looks like in an age-	Professional learning communities will begin to dialogue and engage in thinking around how best to develop students who are	Students are actively engaged in the learning and assessment process.	Use the <b>MICIP Process</b> to monitor, evaluate, implement, and determining impact.

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	confident, productive lifelong learners.	appropriate learning environment.	engaged, autonomous, self-regulated and active learners.	Students make appropriate choices to further their learning and guide completion of stated goals.	MICIP involves a shift in how we think about improving student outcomes ( <i>mindset</i> ) to engage in a comprehensive and iterative continuous improvement cycle ( <i>process</i> ) using a streamlined, integrated, web-based software application ( <i>platform</i> ).
<b>Autonomy</b>	Students are confident to guide their own learning, determine appropriate learning strategies and revise those strategies when necessary	Students become aware of the <b>connection</b> between behaviors and academic achievement. And begin to recognize the correlation between their actions and resulting outcomes.	They will need to work together to develop safe and supportive social/cultural relationships within the learning environment; that allows for ongoing dialogue, collaboration, and learning from mistakes.  Teacher teams will begin by developing shared exemplars, across the grade level or within their content area teams based on identified priority standards that reflect the agreed upon performance levels.	Students are routinely engaged in using collaborative processes and protocols to effectively participate in giving and receiving self and peer feedback.  Students are engaging in the step-by-step process of using exemplar(s), rubrics, AND/OR success criteria to adjust their own work or that of others. Students can use a “Planning Document” to create an action plan to make the needed changes.	<b>Process:</b> is built around the Michigan Continuous Improvement Cycle which is comprehensive and iterative.
<b>Self-regulation</b>	Students are aware of behaviors (studying, taking notes, organizing information, use of rubrics, completion of classwork, etc.) that help them learn best and exercise those actions. They are also aware of behaviors that get in the way of learning and work to	Students will learn how to be involved in the learning and assessment process, in an age appropriate manner, through teacher modeling and shared experiences in learning how to: <ul style="list-style-type: none"> <li>• self-assess/peer assess against a rubric or exemplar; success criteria</li> <li>• pose questions</li> </ul>	Teacher teams will brainstorm how to model (step by step) and teach students how to self and peer assess while using exemplar(s) (and/or the corresponding rubric; success criteria) to compare their sample evidence against the	Students are making changes in their work,	<b>Assess Needs:</b> needs are assessed by analyzing whole child data.  <b>Plans:</b> are comprehensive and developed by engaging in root cause analysis

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<b>CRITICAL COMPONENT:</b> What are the essential components of <b>LEARNER AGENCY</b> as a high-quality “Grading for Learning practice?”	<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?	Get Ready to Implement	Implement	Monitor and Evaluate
	modify and exclude those behaviors.	<ul style="list-style-type: none"> <li>● provide feedback to self and others</li> <li>● use feedback to grow</li> <li>● engage in self-reflection</li> <li>● and, goal setting.</li> </ul>	exemplar; Students need to recognize what is missing in their own artifact (and that of others) and how to revise their draft, based on feedback, to meet the expected outcome.	based on the feedback of themselves and/or their partner.  Student partnerships will support one another’s thinking while using these processes to encourage participation, build relationships, and create a collaborative classroom culture.	to address prioritized needs, identify system supports, and blend or braid funding sources.  <b>Implement:</b> occurs with <b>Monitor</b> to ensure implementation achieves the intended impact.
<b>Active learning</b>	<p>Student choice and voice is harnessed. Students feel a sense of control and ownership in and throughout the learning process.</p> <p>Students are active participants in the learning and assessment process.</p> <p>This has happened through intentional modeling and engaging in:</p> <ul style="list-style-type: none"> <li>● self-assessment</li> <li>● peer assessment</li> <li>● pose questions</li> <li>● use of feedback</li> </ul>	Student involvement in the reporting/grading process needs to be developed beginning in Pre-K and continued throughout their K-12 experience in order to produce self-directed learners, not just point-accumulators.	<p>This process helps teachers build learner agency by allowing students to build ownership in the learning process; and will help them improve their own learning in both the short and long term.</p> <p>Teacher teams will dialogue and discuss best ways to share learning goals with students; and, where possible, intentionally connect the current learning goals to past and/or future learning. This will help students see the connections and ultimately provide the learner with a sense of understanding and control.</p> <p>Learners will participate in posing questions, along with</p>	<p>Students use their insights (into their own behaviors and the impact those actions have on their academic achievement) and related learning strategies to self-regulate and ensure the best learning outcome for themselves.</p>	<p><b>Evaluate:</b> to analyze and adjust with continuous improvement in mind.</p> <p>The <b>Platform</b> is a streamlined web-based application allowing districts to engage in continuous improvement with integrated tools and resources.</p>

IMPLEMENTATION GUIDANCE			IMPLEMENTATION PLAN		
Learner Agency			Short Term	Long Term	
<b>CRITICAL COMPONENT:</b> What are the essential components of <b>LEARNER AGENCY</b> as a high-quality “Grading for Learning practice?”	<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?	Get Ready to Implement	Implement	Monitor and Evaluate
	<ul style="list-style-type: none"> <li>● reflection, and</li> <li>● goal setting.</li> </ul> Teachers and students have communicated collaboratively in age-appropriate ways, on how students will be assessed academically and how grades will be determined.		recognizing and making choices through the giving and receiving of feedback. This will assist students to build a sense of confidence in themselves as learners.  For learners to develop learner agency, they need to see themselves as capable learners. Teachers will help students recognize the progress they are making as they use feedback to attain stated goals and make changes as they enhance their learning.  The goal is to help students throughout their schooling to become learners who are self-efficacious and exhibit a love of learning.		



### 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.