



Building a Better Assessment Future

Spark the Change • AUGUST 6–7 2024



BREAKOUT SESSIONS

Use the color key below to choose breakout sessions based on topic strands.

Classroom Practice

Assessment for and of Learning

School Level

Calibration of Teaching, Learning, and Assessing

District Level

Structure and Policies

DAY ONE • AUGUST 6

- 8:30–8:45 AM Welcome
Kathy Dewsbury-White
- 8:45–10:45 AM Activating and Engaging: Igniting the Spark!
Steven Snead
- 10:45–11:00 AM Break
- 11:00–11:40 AM Field Notes – Part 1
- 11:40–12:30 PM Lunch

12:30–1:30 PM Keynote: Margaret Heritage

Capitalizing on the formative assessment process to orient students to their future, not our past

If we close our eyes for a second and think of something that happened over the last twenty years that we would not have expected to occur, what might that be? Perhaps smart phones and apps, the pandemic, or renting movies online from Amazon instead of going to Blockbuster come to mind. What we do know is that the world is constantly changing, while, in comparison, education changes very little, leading to the question: What do today's students need from their education to be prepared for their future, not our past?

Margaret Heritage will explore some of the transformational recommendations from the OECD Learning Framework 2030 that anticipate what students need from their schooling to thrive in 2030 and beyond. She will also consider the implications of these recommendations for classroom assessment, in particular the formative assessment process, and how it can support the wider goals of education so that students develop the competencies needed to navigate and shape their here and now and their future contexts.

1:30–1:45 PM Break

Breakout Sessions — Block A

1:45–3:00 PM

A1: Formative Assessment in Action: Highlights from Formative Assessment for Michigan Educators (FAME)

Kristy Walters-Flynn, Tara Kintz, Jennifer Smielewski

Join us for an engaging exploration of the formative assessment process and its dynamic role in shaping a bright future for assessment. Drawing on classroom examples and insights from implementation, this session will delve into practical strategies, effective models, and the transformative impact of formative assessment on student learning outcomes. Discover how teachers and students can harness the power of the formative assessment process to support student ownership and self-directed learning.

1:45–3:00 PM

A2: What About Grades? Capturing learning growth and achievement with competency-based credentials

Susan Bell

Working backwards from the traditional school transcript, the Mastery Transcript Consortium (MTC) has re-envisioned and re-engineered the record of learning a school produces to reflect the learning and aspirations of its graduates—having immersed them in a mastery learning model and leveraged the power of authentic assessment practices to support capable, self-sustaining learners. This session will introduce participants to MTC, its current members, and how the Mastery Transcript and Learning Records are currently used and received by colleges, universities, and employers. Participants will engage in prototyping conversations to help them reimagine how to capture, credential, and celebrate learning growth in a competency-based system.

1:45–3:00 PM

A3: Equitable integration of student voices to influence change and outcomes for all

Bersheril Bailey, Amy B. Colton, Bobbie Hayes Goodrum

Centering student voices within districts is an evidence-based approach to transforming the learning experiences of every Michigan student. Students' voices provide educators with new insights into learning, teaching, and schooling. This approach addresses inequities and amplifies the identity and agency of all students to ensure equitable learning environments. Participants will explore the Michigan Department of Education's integrated conceptual framework regarding equity and student voice to influence district policy and practices. They will construct an understanding of the application of the framework and relevant strategies using examples of school districts' efforts to enhance equitable student voice in schools.

1:45–3:00 PM

A4: Unlocking the potential of professional learning communities that focus on evidence collected from classroom assessment

Virginia Winters

Assessment is the process of gathering evidence to determine the next step(s) in a learning sequence. To build on students' competence, teachers need timely, relevant information about each student's current level of understanding. When job-alike educators come together within a PLC and make the gathering, analyzing, and interpretation of classroom evidence the "heart" of their PLC process, it can improve not only their teaching but the learning of their students as well.

1:45–3:00 PM

A5: Collaborative Involvement at the district level: Aligning people and systems to create a more balanced assessment system

Joe Orban

Developing a districtwide balanced assessment system might be the vision of an individual in a school system, but it takes the village to make it happen. Wayne-Westland Community Schools has recognized that assessment literacy and the creation and maintenance of a balanced assessment system are critical to the achievement and growth of students. Using results from a districtwide assessment inventory, they have developed a comprehensive approach of intensive professional learning that includes enhancing the assessment literacy of the district administrators, creation of Formative Assessment for Michigan Educators (FAME) teams at every building, and the development of common benchmark assessments (CBAs).

3:00–3:15 PM

Break

3:15–4:15 PM

Organizing and Integrating: Fanning the Flames

4:15–5:30 PM

Reception

DAY TWO • AUGUST 7

8:30–9:30 AM

Keynote: Myron Dueck

From Passenger to Co-Pilot: Putting students at the center of our classroom summative assessments and practices

Myron Dueck considers our 2024 education context in this keynote, acknowledging the challenges teachers report about student engagement and motivation as well as the excitement and fears expressed about the impact of new technologies.

He asserts that if we are going to truly reframe and disrupt historical practice, assessment redesign must loom large on our collective radar. Myron Dueck invites us to consider the language, culture, and research that foster a learning environment that supports a student-centered, inclusive classroom assessment environment and various approaches and strategies that creatively widen the window for all students to demonstrate understanding. He will highlight the potential power of student voice and self-reporting and provide examples that invite students to become active co-pilots rather than sleepy passengers in the classroom.

9:30–9:45 AM

Break

Breakout Sessions — Block B

9:45–11:00 AM

B1: Mission Possible: Building student agency and engagement

Mary Helen Diegel

Explore effective ways to engage today's students so they take ownership of and responsibility for their learning. We will discuss classroom applications of the formative assessment process and ways to build an open, trusting learning community so ALL students are successful.

9:45–11:00 AM B2: From Beginning to End: Classroom summative assessment practice that puts students at the center

Myron Dueck

When we begin our classroom summative assessment practice co-constructing learning targets with students—and design rubrics that engage students in the acts of analyzing, evaluating, and creating—we dramatically change our classroom summative assessments and practices to those that involve students from beginning to end. This session highlights how to co-create learning targets that guide instructional and grading decisions. It also explores the design of rubrics and their use with students in ways that support learning in addition to verifying learning. Examples of assessment tools and technologies that positively affect learning, engagement, instruction, assessment, grading, and reporting will be shared.

9:45–11:00 AM B3: Practical considerations for using common or interim-benchmark assessments

Jim Gullen, Marla Karas

This session will present useful considerations for educators looking to implement common or interim-benchmark assessments. The presenters will share practical steps for development and implementation as well as experiences and lessons learned from a school that is doing this work.

9:45–11:00 AM B4: Spark and Feed the Flame to Sustain Balanced Classroom Assessment Change: A systemic, coherent, districtwide approach

Mary Ruth Bird, Aliza Nagelhout

Just as plants need water and sunlight to thrive, educational change needs four steps to take root and flourish: 1. Awareness → 2. Understanding → 3. Commitment → 4. Action. Come learn about a four-pronged approach that can be used in your district to spark and sustain use of the formative assessment process to balance classroom assessment for real change in student achievement.

9:45–11:00 AM B5: Pre-Service Assessment Literacy: A balanced approach for teacher candidates and students

Joe Lubig

While it is challenging to find *new* classroom teachers who are well-prepared anywhere in Michigan, nowhere is it more challenging than in Michigan's Upper Peninsula. In addition, many new teachers lack understanding of how assessment **of** and **for** learning can work together to create balanced approaches to classroom assessment.

This session will describe Northern Michigan University's innovative program to recruit individuals who are interested in becoming teachers (who may currently work in schools in some capacity), support them to do so, and equip them with the understandings to become effective teachers. This includes deepening their understanding and improving their use of classroom-based balanced approaches to assessment. The NMU effort is innovative in several ways—who is recruited, how they are encouraged to become teachers, the supports provided to them while they are learning, what they are taught, and by whom.

11:00–11:15 AM	Break
11:15–11:45 AM	Organizing and Integrating: Kindling Change
11:45–12:30 PM	Lunch
12:30–1:15 PM	Field Notes – Part 2
1:15–1:30 PM	Break

Breakout Sessions — Block C

1:30–2:45 PM C1: Accurate, authentic classroom assessment is a MUST
Ellen Vorenkamp

When making important decisions about students and how their learning is progressing in the classroom, it is imperative that educators gather evidence using accurate and authentic assessment tools. This session will explore this need and give participants a framework from which to ensure both accuracy and authenticity in their development and use of classroom assessments.

1:30–2:45 PM C2: Responsive and Relevant Mathematics Assessments: Identifying, creating, and enacting authentic mathematics assessments

Yarisha Johnson, Katherine Morrison

Join us as we deepen our understanding of culturally responsive pedagogy to examine, develop, and enact more meaningful and impactful mathematics assessment experiences.

1:30–2:45 PM C3: Task Frames: Versatile, meaningful assessment tools to support all students

Heather Vaughan-Southard

Let's play with assessment tools that embrace student identity, integrate student interests, amplify student voice, and support social-emotional learning (SEL) in authentic, content-based experiences. Task frames developed for the arts, in collaboration with Jay McTighe, will be used to highlight approaches relevant to all content areas.

1:30–2:45 PM C4: Development and use of authentic performance assessments to promote competency-based education and assessment

Phoebe Gohs, Ninette Soares, Ed Roeber

This session describes the efforts of MiPAC, Michigan's innovative approach to creating a pool of performance assessments. Nearly 100 performance assessments have been created by Michigan educators, each measuring one or more of Michigan's model competencies in English Language Arts and Mathematics in grades 3-5 and 6-8.

Use of these assessments to support competency-based and student-centered instruction is being field tested this year in two school districts. Field test information will be used to better understand how performance assessments can support implementation of competency-based education (CBE) in schools and to promote CBE in a realistic manner in other schools and districts. This session will provide information on the availability of the MiPAC resources and how districts might choose to use these performance assessments in their schools.

1:30–2:45 PM **C5: Find out how a district can ensure coherence in a balanced assessment system!**

Amy Hodgson, Leah Braman

Learn how a district created systems through the development of shared, written expectations and guidance for staff to ensure coherence even in the midst of staff turnover. Presenters will share specific documents and examples.

2:45–3:00 PM **Break**

3:00–3:30 PM **Organizing and Integrating: Blazing Your Trail**

3:30–4:00 PM **Closing**

REGISTER



qr.link/4usOa1

Discounted pricing for advance registration before May 31, 2024

SCECH: 12 credits available



**Building a Better
Assessment Future**
Spark the Change

Hosted by:



In partnership with:

