

Welcome from

Michigan Assessment Consortium

Today's topic is important, because the correct application of our professional knowledge about and resources for high quality assessment practice is critical to our ability to improve Michigan's literacy rates.

The National Research council articulated an important vision for a coordinated system of assessment in their report, ¹*Knowing What Students Know*. It describes assessments and instructional practices that give teachers the day-to-day information they need to guide instruction and provide evidence of student achievement needed by the public and policy makers.

To support teaching and assessment, teachers use their literacy content knowledge to act on a road map to reading proficiency (learning progressions). The use of formative assessment practice daily permits teachers to systematically plan, assess, and nudge students along a known continuum of learning that leads to literacy. And when our summative, diagnostic, and benchmark assessments extend from the same road map to reading proficiency we have a comprehensive and coordinated system of assessment.

Good teaching and assessing is complicated and requires a wealth of knowledge and skill. It is imperative that we equip teachers and education leaders to apply what we know about how best to instruct and assess all students to develop all of the literacies (academic, civic, and social) necessary to fully participate in the world they inhabit.

We are fortunate, as ALN members, to have world-class researchers and practitioners inform our thinking. I hope what we are learning informs our actions. Let's continue to work together to share within our spheres of influence our deep and developing learning about assessment. Together we elevate students in the state of Michigan and the profession of educators who support them.

Kathy

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¹National Research council. (2001) *Knowing what students know: the science and design of educational assessment*. Committee on the foundations of Assessment. J. Pellegrino, N. Chudowsky, & R. Glaser (eds). Washington, DC: National Academies Press.