



MICHIGAN SCHOOL TESTING CONFERENCE

February 12-14, 2019
Sheraton Ann Arbor Hotel

Learn Share & Discover

Information and ideas
about student assessment

In cooperation with:



CONFERENCE &
EVENT SERVICES
UNIVERSITY OF MICHIGAN



SCHOOL OF EDUCATION
UNIVERSITY OF MICHIGAN

**MI Education
Events Network**

Coordinated by the Michigan Association of Superintendents & Administrators

SCHEDULE AT-A-GLANCE

Tuesday, February 12, 2019

8:00 am - 4:30 pm
Registration Lobby

8:00 am - 8:30 am
Continental Breakfast Lobby

8:30 am - 4:00 pm
Conference Workshops WS 1

8:30 am - 11:45 am
Conference Workshops WS 2 - WS 3

11:45 am - 12:45 pm
Lunch

12:45 pm - 4:00 pm
Conference Workshops WS 4 - WS 6

Wednesday, February 13, 2019

8:00 am - 4:30 pm
Registration Lobby

8:00 am - 5:00 pm
Conference Exhibits Lobby

8:00 am - 8:50 am
Continental Breakfast Lobby

9:00 am - 10:05 am
General Session

10:05 am - 10:20 am
Break / Refreshments / Visit Exhibits Lobby

10:20 am - 11:35 am A Clinics

11:35 am - 11:50 am
Visit Exhibits Lobby

11:50 am - 1:30 pm
Luncheon and Speaker

1:30 pm - 1:45 pm
Visit Exhibits Lobby

Wednesday, February 13, 2019 (Continued)

1:45 pm - 3:00 pm B Clinics

3:00 pm - 3:15 pm
Break / Refreshments / Visit Exhibits Lobby

3:15 pm - 4:30 pm C Clinics

4:30 pm - 6:30 pm
Reception Lobby

Thursday, February 14, 2019

8:00 am - 4:30 pm
Registration Lobby

8:00 am - 4:00 pm
Conference Exhibits Lobby

8:00 am - 8:50 am
Continental Breakfast Lobby

9:00 am - 10:05 am
General Session

10:05 am - 10:20 am
Break / Refreshments / Visit Exhibits Lobby

10:20 am - 11:35 am D Clinics

11:35 am - 11:45 am
Visit Exhibits Lobby

11:45 am - 1:15 pm
Luncheon and Speaker

1:15 pm - 1:30 pm
Visit Exhibits Lobby

1:30 pm - 2:45 pm E Clinics

2:45 pm - 3:00 pm
Break / Refreshments / Visit Exhibits

3:00 pm - 4:15 pm F Clinics

4:15 pm Conference Adjourns

TUESDAY February 12, 2019

Conference organizers retain the right to change the schedule without notice to participants.

One full-day and five half-day workshops are being offered this year on Tuesday, February 12. These workshops deal with a variety of assessment issues that require “hands-on” experience and demand more than the 75 minutes available in the conference clinic sessions. Registration for these workshops is separate from registration for the conference itself. Meals are included in the workshop registration fees. Extensive materials are provided for workshop participants. SCECH credits are available for each workshop attended.

Following are brief descriptions of this year’s workshops:

8:00 am – 8:30 am Continental Breakfast

8:30 am – 4:00 pm Full-Day Conference Workshops

WS 1— Testing 101 for New Coordinators

In this workshop, the MDE Office of Educational Assessment and Accountability (OEAA) team will provide an overview of how to successfully plan and administer the Spring 2019 statewide assessments, including M-STEP, MME, MI-Access, WIDA, and Early Literacy & Mathematics Benchmarks. Discussion and activities will cover the 2019 assessment cycle from start (i.e., the pre-identification process) through finish (i.e., reporting and accountability). Bring your computer and Secure Site access credentials to participate using your own data.

Tina Foote, Michigan Department of Education
Phoebe Gohs, Michigan Department of Education
Kate Cermak, Michigan Department of Education
Jen Paul, Michigan Department of Education
John Jaquith, Michigan Department of Education
Dan Evans, Michigan Department of Education
Tim Tahaney, Michigan Department of Education
Diby Kouadio, Michigan Department of Education
Pietro Semifero, Michigan Department of Education
Sarah Thaler, The College Board

8:30 am – 11:45 am

AM Conference Workshops

WS 2 — Moving from Needs to Actions: Conducting a Comprehensive Needs Assessment (CNA) that Impacts School Improvement Efforts

This session will provide participants an opportunity to work through the various tools available to conduct a Comprehensive Needs Assessment process. Participants will become familiar with Michigan’s CNA Process and will have an opportunity to use the information obtained through the process to monitor and adjust their school improvement plan.

Kathleen Miller, Shiawassee RESD

Emily McEvoy, Macomb ISD

Michelle Ribant, Michigan Department of Education

WS 3 — Blended Learning to Increase Assessment Literacy

The Michigan Assessment Consortium (MAC) developed eight Assessment Learning Modules (ALMs). The modules introduce a learner to the fundamental concepts and principles that support development of an assessment literate educator (teacher, administrator, and education policymaker). The ALMs, while initially designed for individual online learners progressing at their own pace, are being used to facilitate successful district and building assessment improvement and implementation efforts, as well as to support individuals and groups of educators seeking to increase their own knowledge of assessment literate practice. Participants will:

- Be introduced to the topics, content, and select instructional activities and resources in the Assessment Learning Modules
- Engage in demonstration of facilitated activities and formats used to engage learners in a blended learning model
- Obtain concrete examples from one district using the ALMs in blended professional learning format to support inductees and their mentors
- Have an opportunity to outline a plan for use of the ALMs in a blended format for the participant’s own district
- The Assessment Learning Modules are available for SCECH credit at Michigan Virtual

<https://plp.mivu.org/Registration.aspx?c=17>

Lisa Lockman, Wexford Missaukee and Manistee ISDs & MAC Board Member

Terri Portice, Reeths Puffer School District & MAC Board Member

Ellen Vorenkamp, Wayne RESA & MAC Board Member

TUESDAY February 12, 2019

Conference organizers retain the right to change the schedule without notice to participants.

11:45 am – 12:45 pm

Lunch

12:45 pm – 4:00 pm

PM Conference Workshops

WS 4 — Data, Data Everywhere...What Does It Mean and How Do I Use It?

This is a hands-on session that will address the four basic data sets and how schools may use data responsibly. Local practitioners and a member of the MDE Office of Educational Assessment and Accountability (OEAA) will provide an overview of how schools can access and use the accountability data products and diagnostic tools available through the MDE Secure Site and MISchoolData.org. Participants will have an opportunity to work with the data provided by MDE's assessment and accountability programs and the MI School Data portal. Participants should have a laptop and login information for the OEAA site and MI School Data specifically.

Kathleen Miller, Shiawassee RESD

Emily McEvoy, Macomb ISD

Matt Gleason, Michigan Department of Education

WS 5 — Designing a District Assessment System – With Intention

This workshop provides case stories from districts who piloted a process using a toolkit that engages a district team in identifying the various purposes for assessment, evaluating these against the values and aims the district holds for students, auditing current practice and making plans to achieve a district assessment system that meets all users' needs well (including students!). Participants will:

- Explore the District Assessment System Design Toolkit
- Hear about lessons learned about engaging in this work from K-12 pilot districts
- Become aware of resources and models to guide customized K-12 district work for those interested in pursuing balanced assessment systems and effective assessment practices

Jeffrey Dinkelman, Novi Community School District

Jonathan Flukes, Oakland Schools

Joseph Martineau, Center for Assessment

Wendy Osterman, Bloomfield Hills Schools

Daniel Patterson, Dearborn Public Schools

Steven Snead, Oakland Schools & MAC Board Member

WS 6 — How Do PLCs Engage in Effective, Collaborative Conversation Around Classroom Assessment Evidence? Let Me Count the Ways?

The focus of every PLC should be on student learning. Having engaging, meaningful conversations on how kids learn and how teachers affect learning is why PLCs can be such a powerful professional learning opportunity. This session will provide several protocols that PLCs can engage in to begin the conversation and really examine classroom assessment evidence.

Ellen Vorenkamp, Wayne RESA

Wednesday February 13, 2019

Conference organizers retain the right to change the schedule without notice to participants.

8:00 am – 4:30 pm

Registration Lobby

8:00 am – 5:00 pm

Conference Exhibits Lobby

8:00 am – 8:50 am

Continental Breakfast Lobby

9:00 am – 10:05 am

Opening Keynote Ballroom

Early Literacy Development in Children Age 3 to Grade 3

The importance of early literacy is well recognized, but the breadth and depth of knowledge and skills needed for strong early literacy achievement often is not. In this presentation, Nell Duke will identify specific knowledge and skills that contribute to early literacy achievement and discuss experiences, instruction, and assessments that can help foster the development of these skills.

Nell K. Duke

Professor

University of Michigan School of Education

10:05 am – 10:20 am

Coffee Break / Visit Exhibits Lobby

10:20 am – 11:35 am

A Clinics

A1 — A Conversation with Nell Duke

Large group presentations seldom lend themselves to productive question and answer sessions. However, some conference participants want to ask questions that invite the speaker to clarify or comment in greater depth about portions of the presentation or to ask about issues the speaker did not address. Here's your chance to have an informal conversation with today's keynote speaker, Nell Duke.

A2 — MI-Access Update

This clinic will focus on key issues related to Michigan's Alternate Assessment based on Alternate Achievement Standards. Assessment selection, 1% cap issues, and key assessment administration issues will be discussed as part of this session. This clinic is strongly suggested for those who are both new and experienced at giving the MI-Access assessments.

John Jaquith, Michigan Department of Education

Dan Evans, Michigan Department of Education

A3 — The Subject Matters: A Discipline-based Perspective on the Effective Use of Formative Assessment

Formative assessment is often presented to educators as a generic instructional process that operates independently of the content area in which it is used. Session participants will consider a variation on this approach in which the nature of the subject matter being taught and learned is treated as important to effective use of formative assessment. Specifically, we will explore ways that the particulars of the content matter when planning and implementing formative assessment in mathematics classrooms by focusing on designing learning intentions, success criteria, classroom questioning, providing descriptive feedback, and more. Finally, participants in this session will consider implications for their work with formative assessment.

Valerie Mills, Oakland Schools

Edward Silver, University of Michigan

A4 — Engaging Learners with Effective Questioning Practices

Questioning is a powerful tool to use with learners to help them gauge where they are in their learning process. Using questioning effectively takes some purposeful and thoughtful intention. This session will explore techniques that will take teachers' questioning practices to new heights.

Ellen Vorenkamp, Wayne RESA

A5 — Measuring College Readiness

This session provides an operational definition of college readiness and outlines possible ways to measure dimensions of this definition (cognitive strategies, content knowledge, academic behaviors, contextual skills and awareness) and then attempts to answer the question, "Do we have model secondary school options in Michigan, preparing students successfully to be college ready?"

David Dugger, Washtenaw Educational Options

Wednesday February 13, 2019

Conference organizers retain the right to change the schedule without notice to participants.

A6 — Systems Approach to Creating and Maintaining a Balanced Assessment System

The session will focus on distinguishing between assessments “for” and “of” learning. Gain practical ideas on how to balance the use of summative, interim, and formative assessment in a district-wide balanced assessment system. Understand the purpose of each of the assessments being used and identify the appropriate data and how it will be used. Learn how to use the 3 C’s tools to create a comprehensive and quality assessment plan that can be shared with the whole district.

Terri Portice, Reeths-Puffer Schools

11:35 am – 11:50 am

Visit Exhibits Lobby

11:50 am – 1:30 pm

Luncheon and Speaker Ballroom

What’s Next with Michigan’s Assessments!?

During this lunch session, participants will hear about what is going with Michigan’s state assessment components such as M-STEP, as well as information about Michigan’s longer-term vision for a complete, comprehensive assessment system.

Andy Middlestead

*Director, Office of Educational Assessment & Accountability
Michigan Department of Education*

1:30 pm – 1:45 pm

Coffee Break / Visit Exhibits Lobby

1:45 pm – 3:00 pm

B Clinics

B1 — Making Use of a Different Type of Data in Our Classrooms

Given increased access to online testing systems, educators have access to student data within moments of a child completing an assessment. Still, challenges around appropriate and effective use of data to guide classroom interactions among adults and children are prevalent. In this session, we will explore at least one alternative type of assessment data and provide examples of how teachers are using data to enhance learning opportunities and outcomes for their children.

Kristin Frang, Muskegon Area ISD

Dana Gosen, Oakland Schools

Jason Gauthier, Allegan Area ESA

B2 — WIDA Update

This session will provide an overview of the structure of the WIDA assessment system, as well as upcoming changes intended for the 2018-19 school year. Additional statewide data will be shared related to Michigan’s EL assessment performance as well as newly developed EL resources.

Jen Paul, Michigan Department of Education

Dan Evans, Michigan Department of Education

B3 — MAC’s Assessment Literacy Credentialing System

This session describes the opportunities to deepen professional competency in the area of assessment through professional learning opportunities that include self-paced online learning modules, mini-courses on single assessment topics requiring demonstrated competency, culminating with a robust program resulting in a MAC-issued assessment specialist credential.

Terri Portice, Reeths-Puffer Schools

Lisa Lockman, Wexford-Missaukee ISD

B4 — Implementing the Formative Assessment Process to Guide Teaching and Learning

How do we build awareness and use of the formative assessment process to improve teaching and learning? What should a teacher, administrator, and student know and do to create student-centered classrooms?

Ellen Vorenkamp, Wayne RESA

Kristy Walters-Flynn, Corunna Public Schools

B5 — Assessment System Reporting Update

This session will give an overview of the Michigan Linked Educational Assessment Reporting Network (MiLearn). MiLearn allows students, parents, and educators to electronically access their state assessment results. This access is granted via authorization through the local Student Information System, making a second login unnecessary. By working with the Michigan Data Hubs, rostering data is used to update information on a nightly basis. Learn more about this forward-thinking state system.

Kate Cermak, Michigan Department of Education

Tim Hall, Michigan Department of Education

Wednesday February 13, 2019

Conference organizers retain the right to change the schedule without notice to participants.

B6 — MDE Science Update

This session will provide information on the new M-STEP Science assessment for spring 2019. In addition, a thorough review of the science clusters and item specifications will be discussed.

TJ Smolek, Michigan Department of Education

3:00 pm – 3:15 pm

Break/Refreshments/Exhibits Lobby

3:15 pm – 4:30 pm

C Clinics

C1 — SAT/PSAT Updates

This session will provide an overview of the use of the SAT and the PSAT in Michigan's secondary schools.

Kate Cermak, Michigan Department of Education

Ted Gardella, College Board

C2 — Next Generation Science Formative Assessment

In this session, the presenters will discuss ways teachers can align their formative assessment practices to the new Michigan Science Standards. They will provide examples of how analyzing students' models and explanations can provide insights into student understanding. They will illustrate how learning progressions can be helpful in using students' ideas to guide instruction.

Amelia Wenk Gotwals, Michigan State University

Alicia Alonzo, Michigan State University

Julie Christensen, Michigan State University

C3 — MDE ELA Update

This session will provide information on any changes to the ELA M-STEP for spring 2019. In addition, a thorough review of the ELA item types and item specifications will be shared with attendees.

Julie Murphy, Michigan Department of Education

C4 — Why You Might Want to Question the Use of Adequate Growth Percentiles as a Measure of School-Level Growth

Michigan and other states are using Adequate Growth Percentiles in their accountability system as an indicator of student growth. This session will examine the reliability of these growth projections, and offer ideas on what this index may actually be measuring.

David Treder, Genesee Intermediate School District

C5 — District Assessment System Design Toolkit Pilot – A Year Later

Three districts (Bloomfield Hills, Dearborn, and Novi) participated in a full-scale pilot of the District Assessment System Design Toolkit in order to create more robust balanced assessment systems for their districts. This session addresses the lessons learned from the facilitation team and a view from the ground by the primary person responsible for each district's work.

Joseph Martineau, Center for Assessment

Wendy Osterman, Bloomfield Hills Schools

Daniel Patterson, Dearborn Public Schools

Jeff Dinkelmann, Novi Community School District

C6 — Did Curiosity Kill the Cat or Make Her Smarter?

Curious teachers believe there is always more to learn by inquiring into what makes the greatest difference for all of their learners. Teachers with inquiry mindsets examine student work in a manner that fosters equitable learning outcomes for all students. Discover how teachers are closing the learning gap by collaboratively analyzing student work samples of traditionally marginalized students. Through inquiry, teachers collaboratively discover how to create educational pathways that leverage each student's cultural assets and results in learning excellence. Understand the essential elements of the Collaborative Analysis of Student Learning process that leads to excellence with equity.

Amy Colton, Center for Collaborative Inquiry

4:30 pm – 6:30 pm

Reception Lobby

Evening — Dinner on Your Own

See the list of area restaurants located at <http://www.visitann Arbor.org>

Thursday February 14, 2019

Conference organizers retain the right to change the schedule without notice to participants.

8:00 am – 4:30 pm

Registration Lobby

8:00 am – 4:00 pm

Conference Exhibits Lobby

8:00 am – 8:50 am

Continental Breakfast Lobby

9:00 am – 10:05 am

Frank B. Womer Invitational Keynote Presentation

**New Perspectives on English Language Acquisition:
Enhancing Opportunities for Language Development
in Subject-Matter Classrooms**

Guadalupe Valdés, Ph.D.

*Bonnie Katz Tenenbaum Professor of Education
Stanford University*

In this presentation, first the stage will be set for making specific recommendations for working with English language learners by describing shifting perspectives on additional language acquisition (e.g., Douglas Fir Group, 2016). These rapidly changing theoretical orientations now view linguistic competence as complex, dynamic and holistic, and language learning as beginning at the micro-level of social activity through repeated experiences in regularly occurring and re-occurring contexts of use. These views will be contrasted with traditional understandings that have dominated the teaching and learning of language and describe the pedagogical implications of both perspectives. In the main part of the presentation, the importance of the heterogeneity of students bureaucratically categorized as English language learners will be emphasized and, with examples from the speaker's NSF work in fifth grade science classrooms, offer a description of classroom communities of practice where affordances (i.e., opportunities) for developing both written and oral language can be enhanced by whole group and small group activities and interactions.

10:05 am – 10:20 am Lobby

Coffee Break / Visit Exhibits

10:20 am – 11:35 am

D Clinics

D1 — A Conversation with Guadalupe Valdés

Large group presentations seldom lend themselves to productive question and answer sessions. However, some conference participants want to ask questions that invite the speaker to clarify or comment in greater depth about portions of the presentation or to ask about issues the speaker did not address. Here's your chance to have an informal conversation with today's keynote speaker, Guadalupe Valdés.

D2 — Competency-based Education and Assessment

This session will present what some Michigan school districts are thinking about and working on relative to competency-based education, as well as how such efforts might affect student assessment used within these efforts.

Gregg Dionne, Michigan Department of Education

Andy Middlestead, Michigan Department of Education

Chris Timmis, Dexter Community Schools

John VanWagoner, Alpena Public Schools

D3 — Taking Out the Garbage: Assessing Your R.E.A.L. Priorities

This session focuses on how Melvindale High School began a journey to design better local common assessments. We realized we needed a better definition of what was important to teach (garbage in = garbage out). Following the mantra, "If everything is important, then nothing is important," MHS leaders embarked on a collaborative process to design curriculum using researched-based criteria to prioritize standards. The results will completely change the way you think about common assessments.

Ryan Vranesich, Melvindale High School

John O'Neill, Melvindale High School

Katie Lewis, Melvindale High School

Thursday February 14, 2019

Conference organizers retain the right to change the schedule without notice to participants.

D4 — Formative Assessment Practice Supports BOTH the Early Literacy Essentials and Early Mathematics Practices

Michigan is building the capacity of teachers who work with young children to set a strong foundation in mathematics and literacy. This work is occurring through the MAISA Early Literacy and Early Mathematics Task Forces. This session highlights:

- The intersections between formative assessment and the Early Literacy and Mathematics Essentials.
- Where and how the Early Literacy and Early Mathematics Essentials use the formative assessment process and necessary practices that advance and support learning.

Kathy Peasley, Gratiot Isabella RESD/Co-Chair, MAISA Early Math Taskforce

Tara Kintz, Michigan Assessment Consortium

Naomi Norman, Washtenaw ISD/Co-Chair, MAISA Early Literacy Taskforce

D5 — M-STEP Assessment Administration Training

This session will provide an overview of how to successfully plan and administer the spring 2019 statewide M-STEP assessments. The training module will be illustrated.

Tina Foote, Michigan Department of Education

Kate Cermak, Michigan Department of Education

D6 — From Traditional Grading to Standards-Based... Our Journey

This session will outline the process one Michigan high school engaged in as they moved from a traditional based grading system to a standards based grading system. The journey at Redford Union High School is still ongoing, but with lessons learned and progress moving forward. Come and engage in thoughtful conversation around this very important topic.

Mike Humitz, Redford Union High School

Sheri Burns, Redford Union High School

Ellen Vorenkamp, Wayne RESA

11:45 am – 1:15 pm

Luncheon and Speaker

Teaching and Assessing Disciplinary Literacy in Secondary Schools

In this presentation, Elizabeth Moje will define disciplinary literacy in terms of the recently released Grades 6-12 Literacy Essentials, present a framework for disciplinary literacy teaching aligned with the Essentials, share examples of her work on enacting the Essentials in Detroit classrooms, and discuss both formative and instructional assessment approaches to determine what and how students are learning these essential literacy skills and practices.

Elizabeth Birr Moje, Dean, School of Education; George Herbert Mead Collegiate Professor of Education; and, Arthur F. Thurnau Professor University of Michigan

Lunch Sponsor – Lunch is provided by College Board, as a contribution to the success of the conference. Thanks to College Board for providing the opportunity for those in attendance to network and exchange ideas in an informal setting during the luncheon hour.

1:15 pm – 1:30 pm

Visit Exhibits Lobby

11:35 am – 11:45 am

Visit Exhibits Lobby

Thursday February 14, 2019

Conference organizers retain the right to change the schedule without notice to participants.

1:30 pm – 2:45 pm

E Clinics

E1 — A Conversation with Elizabeth Birr Moje

Large group presentations seldom lend themselves to productive question and answer sessions. However, some conference participants want to ask questions that invite the speaker to clarify or comment in greater depth about portions of the presentation, or to ask about issues the speaker did not address. Here's your chance to have an informal conversation with today's keynote speaker, Elizabeth Birr Moje.

E2 — To See or Not to See is Not the Only Question

How do we support teacher and student use of observational data and feedback to improve learning? Observations help develop a more complete picture of student understanding. How can we elevate its purpose and usefulness in a "test-driven environment?"

LeeAnn Moore, MI Excel Facilitator

Kristy Walters-Flynn, Corunna Public Schools

E3 — Looking at Your Interim Assessments

The State of Michigan has made interim assessments more accessible to every school in Michigan. How well are these assessments meeting the needs of schools? This session will present a framework in which a school or district can evaluate how well the interim assessment chosen (or being considered) meets the needs of the school or district.

Jim Gullen, Michigan Assessment Consortium

E4 — Growing Assessment Literacy Skills Throughout Your District

Looking for a way to increase the assessment literacy skills within your school or district? Join us to hear different ways you can use the MAC Assessment Literacy Modules in different ways to meet the needs of the various groups within your district.

Ellen Vorenkamp, Wayne RESA and MAC Board Member

Terri Portice, Reeths-Puffer Schools and MAC Board Member

E5 — MDE Social Studies Update

Michigan uses the vast talents of our social studies teachers to develop the summative social studies assessment. This session discusses the process of building the Social Studies M-STEP, item types, and what is new with this year's development.

Scott Koenig, Michigan Department of Education

E6 — NAEP Data and Michigan Schools

This session will provide a deeper look at what NAEP data says about Michigan schools. Are Michigan schools doing as poorly as NAEP says?

Paul Stemmer, Michigan Department of Education

2:45 pm – 3:00 pm

Break/Beverages/Exhibits Lobby

3:00 pm – 4:15 pm

F Clinics

F1 — What's New for Grade 8 Assessments?

This session will discuss what assessment looks like for Grade 8 starting this year, including the transition to using the PSAT 8/9 in grade 8 as Michigan's Math and ELA assessment.

Kate Cermak, Michigan Department of Education

Diby Kouadio, Michigan Department of Education

Ted Gardella, College Board

F2 — Better Together - Improving Information Management Practices Through Collaboration

The State of Michigan has been investing in projects that enhance our collective ability to shift from having conversations about data, to facilitating work centered around sound information management practices. Hear how key projects are coming together to support learning and learners...and, oh yeah, there's room for easier compliance reporting, too!

Thomas Howell, Michigan Center for Educational Performance and Information

David Judd, Michigan Department of Education

F3 — What's the Formula for Solving the Problem of Student Growth for Educator Evaluation?

Assessing, monitoring, and evaluating student growth is a problem that can be solved. Yes, it's true! How can schools comply with the 40% state assessment weight requirement, yet still keep the focus on quality instruction? How can schools incorporate student growth data from content not covered by M-STEP? Learn practical steps that schools have taken to use these variables to find solutions to educator evaluation. Participants will connect with both evidence-based strategies and practical tools to create winning formulas for teachers and students alike.

Steven Snead, Oakland Schools

Mary Ruth Bird, South Redford Schools

Shana Murphy, Oak Park Schools

F4 — MDE Mathematics Update

This presentation will provide updates to the mathematics portion of the Michigan Early Literacy and Mathematics Benchmarks Assessments. Also, updates to the Mathematics M-STEP will be discussed.

Kyle Ward, Michigan Department of Education

F5 — Sound Assessment Practice Supports Development of Early Literacy

Michigan is building the capacity of teachers who work with young children to increase literacy development through dissemination of Essential Instructional Practices, published by MAISA's Early Literacy Task Force. This session highlights:

- Where and how sound assessment practice supports the development of early literacy.
- Examples of assessment systems and practices being used effectively to support early literacy development for all students.

Erin Brown, Muskegon Area ISD and MAISA Early Literacy Task Force

F6 — Michigan School Index System: The ESSA Strikes Back

One year after implementing the new accountability system, we examine the results of schools' performance. Attendees will observe a walkthrough of the system to become more familiar with the screens, functionality, and data presented.

Chris Janzer, Michigan Department of Education

Chad Bailey, Michigan Department of Education

4:15 pm

Conference Adjourns

2019 Michigan School Testing Conference
February 12 – 14, 2019, at Sheraton Ann Arbor Hotel, Ann Arbor, MI

Register online at: www.gomasa.org/MSTC2019

Participant Information (Please print)

Ms. Mr.
 PIC _____
 Name: _____
 Position: _____
 District/Company: _____
 Address: _____
 City/State/Zip: _____
 Email (required): _____
 Phone number: _____
 Student ID# (if applicable): _____
 Special requests (vegetarian meals, food allergies, interpreter, wheelchair, etc.) _____

Payment Information

Tues Feb. 12 Workshop Registration & Session Selection -

Space is limited. If attendance requirements are not met, workshop may be canceled.

Full-Day Workshop • 8:30 – 4:00 pm (\$170) \$ _____

WS 1 _____

Half-Day Workshops • 8:30 – 11:45 am (\$100) \$ _____

WS 2 _____ WS 3 _____

Half-Day Workshops • 12:45 – 4:00 pm (\$100) \$ _____

WS 4 _____ WS 5 _____ WS 6 _____

Wed-Thu. Feb. 13-14 Main Conference Registration \$ _____

Attending Wednesday and Thursday \$250.00 (\$225)*

One-Day Fee \$170.00 (\$145)*

Wednesday only Thursday only

* Register and pay by 1/25/19 and save \$25

Full-Time Student Fees (Student ID # required above) \$ _____

One-Day Fee \$50

Wednesday only Thursday only

Two-Day Fee \$100 (Wednesday-Thursday)

Registration fees include breakfasts, breaks and lunches plus Reception on Wednesday afternoon.

SCECHs Credits

I would like SCECHs for an additional fee of \$25.00 \$ _____

Grand Total: \$ _____

Main Conference Session Selection

Wednesday, February 13, 2019

10:20 – 11:35 am • A Clinics

A1 _____ A2 _____ A3 _____ A4 _____ A5 _____ A6 _____

1:45 – 3:00 pm • B Clinics

B1 _____ B2 _____ B3 _____ B4 _____ B5 _____ B6 _____

3:15 – 4:30 pm • C Clinics

C1 _____ C2 _____ C3 _____ C4 _____ C5 _____ C6 _____

Thursday, February 14, 2019

10:20 – 11:35 am • D Clinics

D1 _____ D2 _____ D3 _____ D4 _____ D5 _____ D6 _____

1:30 pm – 2:45 pm • E Clinics

E1 _____ E2 _____ E3 _____ E4 _____ E5 _____ E6 _____

3:00 pm – 4:15 pm • F Clinics

F1 _____ F2 _____ F3 _____ F4 _____ F5 _____ F6 _____

Payment Information

Check enclosed payable to MASA

Purchase Order # : _____
 (a PO is not payment)

Visa MasterCard

American Express

Name on card: _____

Card #: _____

Expiration date: _____ CSV: _____

Signature: _____

A \$25 service fee will be retained for cancellations. No refunds are given for cancellations within two weeks of the event or because of inclement weather, unless the weather results in the cancellation of the day(s) of the conference for which you are registered. If you find that you are unable to attend the conference, you may send a substitute in your place. Payment must be received by the date of the event or an invoice including the \$25 late fee will be assessed. Pre-registration is strongly recommended. Drop-in registration will be accepted only on space availability basis.

Michigan Association of Superintendents & Administrators
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