MAC NEWS

The Newsletter of the
MICHIGAN
ASSESSMENT
CONSORTIUM

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SPECIAL INTEREST:

INDIVIDUAL HIGHLIGHTS:

Change Coming to the MAC

When the MAC began four-plus years ago, it was conceived as an informal group of educators interested in promoting better assessment practices. The MAC has accomplished much as an informal group, but the MAC Board believes that there is so much more that the MAC could accomplish if it incorporated and became a non-profit group.

The MAC is now a non-profit corporation. Since the MAC is now an "official" organization, other changes are occurring. For example, the Board has appointed their president, to serve as their CEO/Executive Director.

As a non-profit corporation the MAC can begin to contract for work or seek external grants as MAC, Inc. This is exciting for the consortium because we look forward to advancing the mission and vision of the organization through project seed money. Two major projects have been conceptualized, each of which are described in articles in this newsletter: see, Assessment Literacy Standards and MI Arts Education Blueprint & Audit Tool.

2011-12 Professional Development Programs

Three new videoconferences were conducted this year and are now archived on the MAC website and MIstreamnet.com. These and those conducted in the past are included in the archive. The new programs added include:

o **Formative Assessment and Standards-Based Grading**, Robert Marzano, Marzano Research Laboratory. Learn how to implement an integrated system of assessment and grading that will enhance both teaching and learning.

o **Update on the SMARTER Balanced Assessment Consortium**, Vince Dean. Find out what is new with the work in creating a multi-state system of assessments.

o **Formative Assessment Process: Voices and Lessons from the Field**, Muskegon ISD and Oakridge Public Schools. Learn from the experience of educators who have worked on implementing formative-assessment practices in their classrooms.

The video programs, along with accompanying discussion guides, can serve as an excellent basis for professional learning. The reflection journal, including a bibliography, will assist in local PL efforts. Be sure to use these sessions to improve the knowledge and skills of educators in your area. Responses from users, has been extremely positive.

These sessions can be viewed in the archive at http://www.mistreamnet.com. A link to this website can be found on the MAC website. A recorded copy of each of these sessions can be purchased for a nominal cost for $10 plus $4 shipping, contact Brenda Hose at hoseb@resa.net.

Become a MAC Member!

One tangible way in which you can support the MAC – and support improved student assessment in the state - is by becoming a member of the MAC. Much like supporting public television, levels of support for the MAC are based on the value you and your organization place on the work of the MAC – the videoconferences, collaborative assessment development work, and other MAC-sponsored projects. A number of ISDs/RESAs and individuals are already members (see the MAC website). Please consider joining them.

Membership means the following activities will continue and expand:

- Professional development for educators and their organizations.
- An increasing number of sample assessments of high quality, reflective of MI curriculum and not commercial products.
- Training modules and white papers on a variety of assessment topics.
- Newsletters and a website that connect educators interested in quality assessment practices across the state as well as innovative practices across the U.S.
- Advocacy for quality assessment practices in the state of Michigan.

2012- 2013 Membership Form

Organization Name _____

Contact _____

Address_____

City/State/ZIP_____

Telephone/E-Mail_____

Membership is the school year – July 1 through June 30.

Individuals	Educational Organizations	Business Organizations
Partner - $200	Partner - $500	Partner - $2500
Sponsor - $100	Sponsor - $250	Sponsor - $1750
Member - $50	Member - $125	Member - $1000
Contributor $25	Other - $_____	Contributor - $500
Other - $_____		Other - $_____

Send your check to: Michigan Assessment Consortium, 1001 Centennial Way, Suite 300. Lansing, MI 48917

Assessment Literacy Standards

The MAC's new activity – development of assessment standards for students, parents/guardians, educators and policymakers – is off to a good start. The goal of this activity is to develop lists of assessment standards, based on work of national professional organizations and groups, for families, classroom teachers, school leaders, and policymakers. Building on these assessment literacy standards, the MAC will develop materials and strategies for the development and enhancement of assessment literacy for these groups. The intent is to help these individuals learn what they need to know about assessment in order to support student learning.

A process is planned to publish Michigan Assessment Literacy Standards, to conduct a field review them, in Michigan and nationally, and then to use these as the bases for activities to increase assessment literacy. Stay tuned for more information!

Get involved today! Membership in the MAC is now available! Consider showing your support and volunteering your talent!

For more information on membership, or to download a membership form, visit our website:

Michiganassessment consortium.org

The MAC is on Facebook and Twitter – "Like" us to receive continuing updates and post your contributions.

Common Assessment Development Series

The MAC Common Assessment Development Series is now complete and posted online for users to view and download. This effort was supported by a grant from MAISA. The 24 modules show each major step in the common assessment development process. Each has a PowerPoint, script, accompanying handouts, and suggestions for use. Educators are encouraged either to use the materials as is, or to adapt them to local common assessment development projects. The modules are available from several sources, including the MAC website, from Wayne RESA ($10/module), and www.mistreamnet.com.

Common Assessment Development Series		
Module Number	**Topic**	**Narrator**
1	Introduction and Overview of the MAC CADS Series	K Dewsbury-White
2	What Are Common Assessments?	J McDaniel
3	Determining the Outcome of Assessment	J Gullen
4	Determining the Targets of Assessment	K Dewsbury-White
5	Matching the Assessment Methods to the Learning Targets	E Vorenkamp
6	Assessing Students with Special Needs	E Roeber
7	Writing the Test Blueprint	B Fay
8	Writing Selected-Response Items	E Vorenkamp
9	Writing Constructed-Response Items	E Vorenkamp
10	Writing Performance Assessment Items	J McDaniel
11	Using Portfolios to Assess Students	J McDaniel
12	Developing and Using Scoring Rubrics	B Fay
13	Editing the Draft Assessment Items	E Roeber
14	Detecting and Eliminating Bias and Distortion	J McDaniel
15	Assembling the Assessment Instrument	J Gullen
16	Field Testing	E Roeber
17	Looking at Field Test Data	J Gullen
18	Reliability	E Roeber
19	Validity	B Fay
20	Assembling the Final Common Assessment	E Roeber
21	Assessment Administration, Scoring and Reporting	B Fay
22	Standard Setting	J Gullen
23	Presenting the Results	B Fay
24	Using Data to Improve Instruction	J McDaniel

Interestingly, a 25th module – one that describes how common assessment developers can "fine tune" their assessments – is now under development and will join the 24 modules once completed, which should be by next fall.

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MI Arts Education Program Blueprint

The MAC is seeking arts specialists who would help describe what high quality K-12 arts education programs look like (in dance, music, theatre and visual arts). A Blueprint with an Audit Tool would serve as the foundation from which model assessments could be built in the future. Curious about this project or know someone who should participate? Contact: Ed Roeber roeber@msu.edu.

Interim Benchmark Design Paper

Ed Roeber recently completed a definitional paper on the variety of interim benchmark assessment designs that can be used, the advantages and challenges of each of these types of periodic summative assessments, and how the different types of interim assessments could be developed and implemented. This type of assessment has become increasingly popular. Take a look at the paper on the MAC website.

MDE/MAC Continue to Promote the Formative Assessment Process

The fourth year of the FAME project is drawing to an end, and planning for next school year is already under way.

Each first year coach will continue to receive training in advance and then spend an additional day with their learning team learning about formative assessment. Second and third year coaches and learning teams will not meet in person, but will continue to work on using formative assessment strategies in their classrooms. These in-person Launches Into Learning will be conducted by the several regional leaders who were recruited and trained last year to provide support to learning teams.

Each learning team is also being provided support materials and resources to begin deepening their understanding of the formative assessment process. A variety of learning topics and learning materials have been provided to each team. Team members then share their learning and practices with their learning team, try out new strategies, discussing the implications and considerations of their classroom practice. Materials on topics such as feedback for learning, self-assessment, and using assessment to adjust instruction, will be provided.

Communication on a regular basis is an important component of the project. Teams and coaches have access to a FAME website filled with resources, information, and announcements about professional learning teams and formative assessment. Coaches have ongoing communication with BAA staff and the professional development provider, Measured Progress, to support their work with teams and to adjust to the needs of coaches and their teams.

MSU is conducting formal quantitative and qualitative research on some of the learning teams. A number of graduate assistants from the MSU College of Education will be working with MSU faculty member Amelia Gotwals, MSU consultant Ed Roeber, and MDE staff member Kim Young, to gather survey, interview, and observational data on how the impacts of the training efforts. Although efforts such as Michigan's to show teachers how to use formative assessment in their classroom are not uncommon, research on the impacts of such efforts is beginning to bear fruit. A summary of the FAME project can be found on the MDE BAA website.

During the coming year, the MAC may also assist MDE in conducting a top-to-bottom review of the FAME program. This review will serve to help MDE to refine and expand the FAME program to more sites and assist the participating teams to learn more about formative-assessment practices in their classrooms.