



**Assessment for All:**  
*How high-quality  
assessment practices can  
engage and empower  
students*

***School Improvement  
Conference***

*November 20, 2017*



# Welcome!

Today's presenters:

*Lisa Lockman*

*Terri Portice*

# Today's Outcomes

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- Revisit the purpose of assessment in education
- Discover what it means to be “assessment literate” and why that is important
- Explore how quality, comprehensive, balanced assessment systems and practices can:
  - advance learning
  - promote more equitable access to education, and
  - eliminate achievement gaps among students.
- Share resources
- Questions



# Why do we assess students?



# Think-Pair-Share

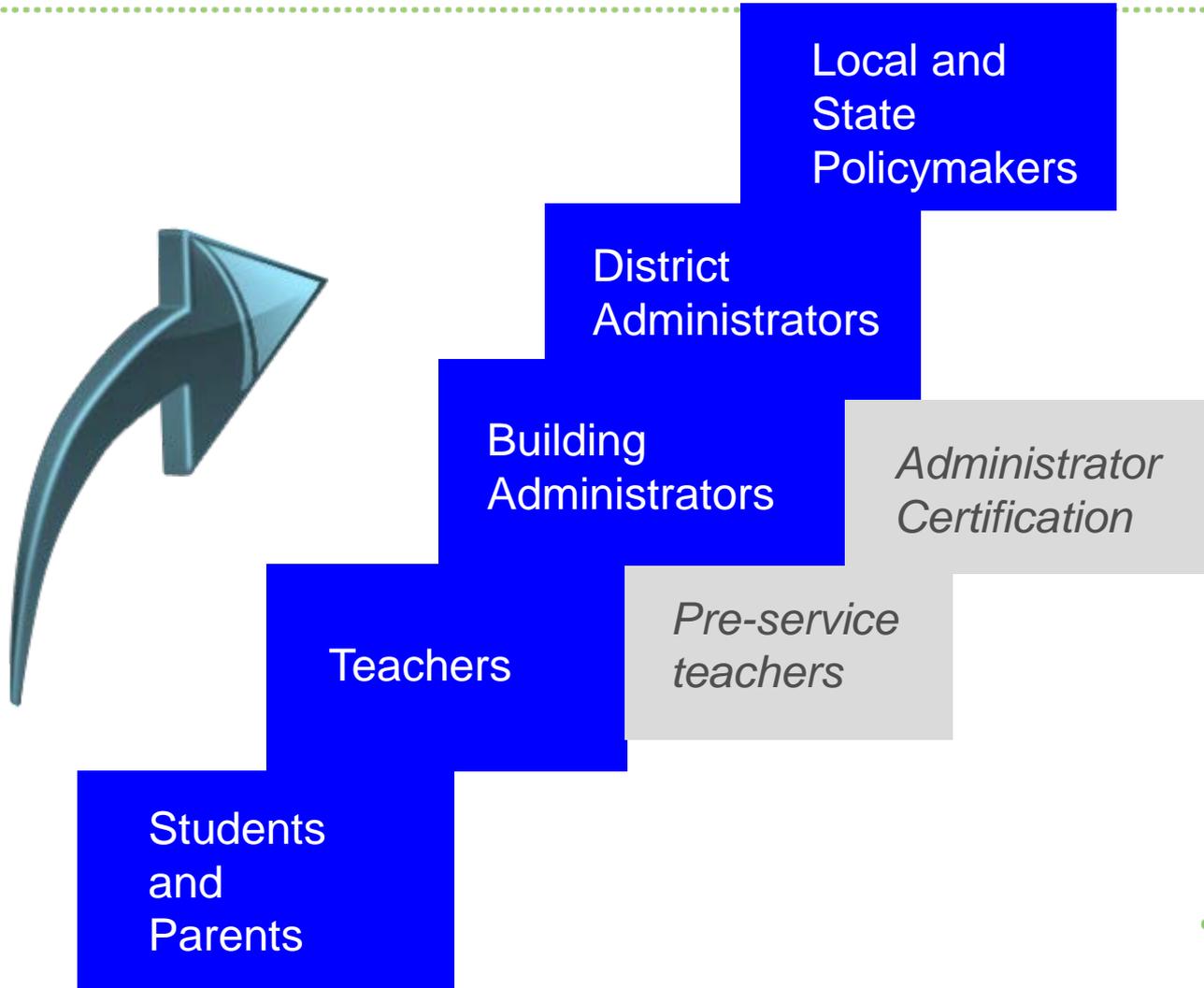
*Positive attributes of  
assessments that support student  
learning.*

# Why a shared understanding matters

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# Assessment Literacy Standards



# MAC's assessment worldview

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*We need a system of public assurance that measures the impact of schooling*

**AND**

*strengthens both classroom learning and the schools that provide it.*



How do students  
experience summative  
assessment?

# A student's viewpoint...

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- Drawing on Education –  
The Boston College Center for the Study of Testing, Evaluation, and Public Policy
- *What Can Student Drawings Tell Us About High-Stakes Testing in Mass.?*  
Anne Wheelock, Damian J. Bebell, and Walt Haney
- 411 drawings from 15 schools in 8 districts
  - 71% showed students seated alone
  - 63% showed explicit information about student's perceptions toward their state test

# A student's viewpoint...cont'd



“The  
MCAS is  
really  
hard. I am  
so  
frustrated.”

Students referred to test difficulty

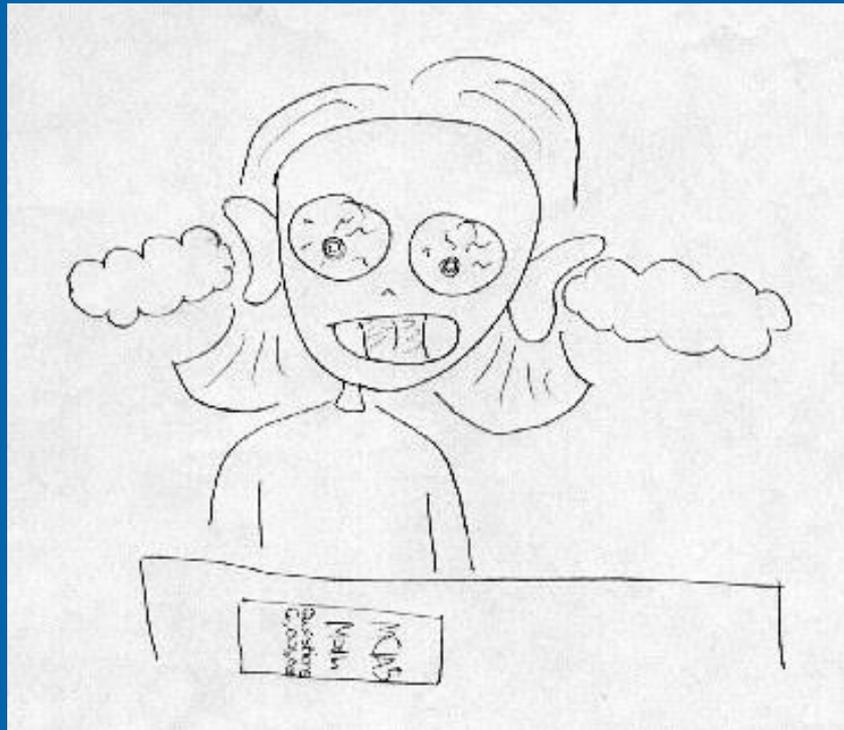
# A student's viewpoint...cont'd



“Who was Socrates? What?!? What kind of question is that!”

Students referred to tricky items

# A student's viewpoint...cont'd



Booklet  
labeled as  
MCAS  
Math:  
6,021,000  
questions

Students referred to test length

## A student's viewpoint...cont'd

“Wow! I’m working hard to get a good grade?”



“It’s not too hard, just right. MCAS rules!”

Some students portrayed themselves as diligent or persistent test takers.

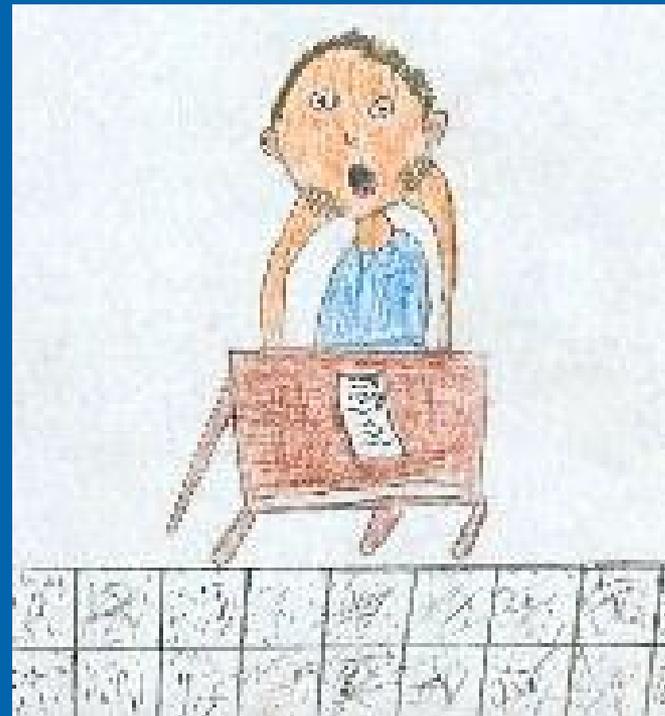
# A student's viewpoint...cont'd



“During MCAS I was nervous that it would be hard, but after 1 session, it was easier than I thought.”

5% depicted “confident” test takers.  
(slightly higher % at 4th grade!)

# A student's viewpoint...cont'd



Many students showed anxiety

# A student's viewpoint...cont'd

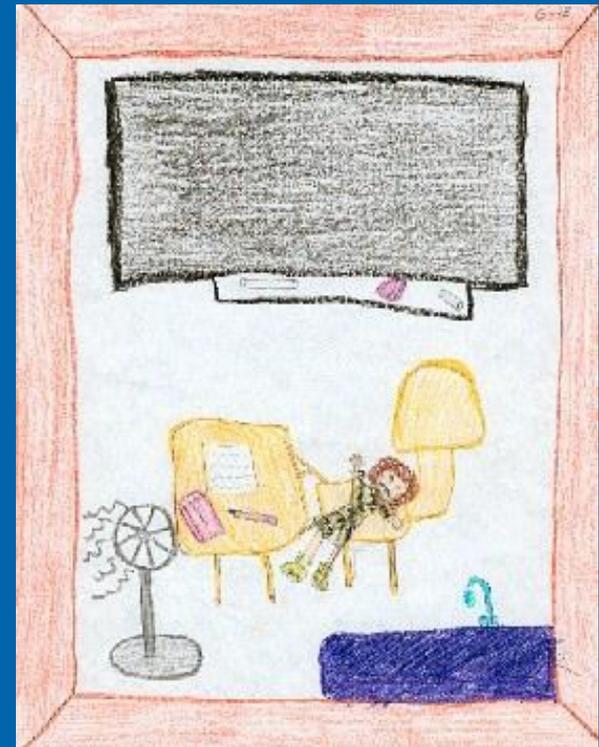
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“This is so boring.”

Some students depicted boredom

# A student's viewpoint...



4% depicted relief that the test was over

# A student's viewpoint...

The screenshot shows the Teachers College Record website. At the top, the logo reads "Teachers College Record" with the tagline "The Voice of Scholarship in Education". To the right, there is a banner for "Over 100 years of educational research and scholarship. Subscribe today >>". Below the banner is a navigation bar with links: HOME | ARTICLES | COMMENTARY | EDITORIAL | BOOK REVIEWS | DISCUSSION | WRITER'S GUIDE | ABOUT TCRECORD. A search box is also present.

The main content area features a sidebar on the left with a "Topics" menu listing various educational fields such as Administration, Adult Education, Assessment & Evaluation, Social Context, Counseling, Curriculum, Diversity, Early Childhood Education, Higher Education, International Education, Learning, Policy, Research Methods, Teacher Education, Teaching, and Technology.

The central article is titled "What Can Student Drawings Tell Us About High-Stakes Testing in Massachusetts?". It includes a drawing of a student with red hair looking at a document. The author information is "by Anne Wheelock, Damian J. Bebell & Walt Haney – November 02, 2000". The article's opening sentence is: "Many high-stakes testing policies rest on the belief that attaching consequences to test scores will persuade students of the importance of academics and will".

On the right side of the article, there are sections for "Article Tools" (Executive Summary, Email this article, Print this article, Post a Comment) and "Related Articles" (Assessment Policy and Political Spectacle, Reflecting on Authentic Assessment and School Reform, Student Self-Portraits as Test-Takers: Variations, Contextual Differences, and Assumptions about Motivation, Recent Trends in State Educational Reform: Assessment and Prospects, Holding Accountability Accountable: What Ought to Matter in Public Education, Essentials of Student Assessment: From Accountability to...

To see the entire study go to  
<http://www.tcrecord.org/Content.asp?ContentId=10634>

Or search for Drawing on Education!



# Creating a shared vision for high-quality assessment systems and practices

# What does research say about how assessment can support learning?



**James Pellegrino, Ph.D. - December 16, 2016**

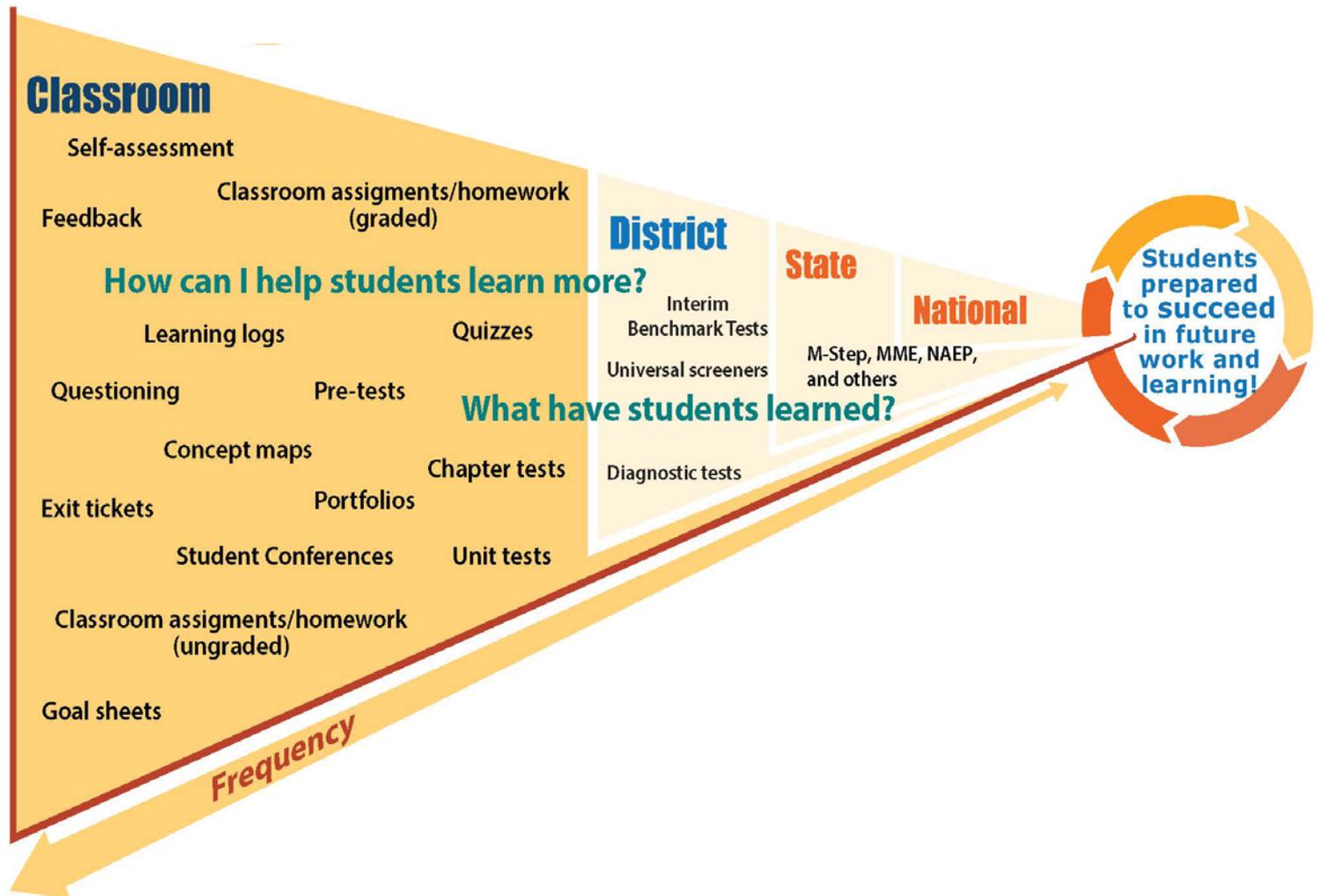
# Stop & reflect

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Turn to an elbow partner

What did Pellegrino say we have learned from research about how we learn and implications for how we assess?

# Student-centered view of assessment





# What role can assessment play in improving student learning?

- Michigan: Top 10 in 10
- MI Roadmap



# *Top 10 in 10 Years goals and strategies*

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- **Guiding principle #4:** Poverty matters, not to be used as an excuse, but as a purpose to design a Michigan system of education that ***motivates and excites all children*** about learning, keeps them in school, and provides them with ***hope and knowledge*** for a successful future
- **Strategy 2.1.c:** Develop a coherent assessment system to support the ***personalization of learning*** for all students.

## *Top 10 in 10 Years goals and strategies...cont'd*

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- **Strategy 2.2.b:** Implement the current initiative for *early literacy*...that focuses on ensuring literacy for all students by third grade and beyond.
- **Strategy 2.5:** Develop and implement an *effective monitoring and feedback system* for all stakeholders utilizing reflective dialogue and opportunities for collaboration.

## *Top 10 in 10 Years goals and strategies...cont'd*

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- **Strategy 2.5.b:** Develop supports for all stakeholders in the P-12 system to incorporate *quality feedback that improves learning outcomes*.
- **Strategy 2.7.b:** Ensure that all students have access to *personalized learning technologies* that can be used by the learner to enhance and support learning wherever possible.

## *Top 10 in 10 Years goals and strategies...cont'd*

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- **Strategy 2.8.c:** Provide an integrated system of guidance to **develop and support district and school leadership competencies**, to accelerate student achievement, including:...**Curriculum, instruction, and assessment supported by technology** with necessary classroom level resources provided.
- **Strategy 3:** Develop, support, and sustain a high-quality, prepared, and collaborative **education workforce**.

## *Top 10 in 10 Years goals and strategies...cont'd*

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**Strategy 4.7.a:** Implement an assessment and accountability system that reduces the impact of high-risk factors while helping ensure equitable resources...includes an assessment system that includes a **focus on growth** and **measures college-ready standards**, along with **higher-order thinking**, allows for the **monitoring of progress over time**, and **provides actionable data** for administrators, teachers, and parents.

**Strategy 5.2:** Target authentic **family engagement** in supporting and monitoring their children's education and/or behavioral goals

# *Top 10 in 10 Years goals and strategies...cont'd*

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*And of course, our favorite....*

**Strategy 7.1:d: Support and implement assessment literacy**

# ***Michigan Roadmap: Transforming Education Through Technology***

**(March 2017)**

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**Goal Three:** addresses assessment needs

- Leverage technology toward the end of creating a more **personalized learning environment** that:
  - accurately identifies students' strengths and learning barriers in order to better target instruction *and*
  - engages and empowers students to set and monitor personal learning goals

# *Michigan Roadmap: strategies*



Support strategies named in Goal Three of the *Michigan Roadmap*:

- Developing a **culture of balanced assessment** and ensuring **assessment literacy**
- **Measuring student mastery** of standards and competencies within a **personalized learning system**
- **Exploring emerging technologies** that support instructional engagement and assessment
- Using a **common data standard** to collaborate with and share screening, formative, interim, and summative data sets

# Stop and reflect

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Turn to an elbow partner

Of the four points in the Roadmap – is there one that is taking most of your profession time and attention?



**How can assessment  
help create equity and  
prepare *every*  
Michigan student for  
their future?**

# Assessing 21<sup>st</sup> century skills



21<sup>st</sup> Century Assessment  
System



Constructing/  
Responding



Creating/  
Problem-  
Solving



Demonstrating/  
Performing



Analyzing/  
Applying

# One size does not fit all

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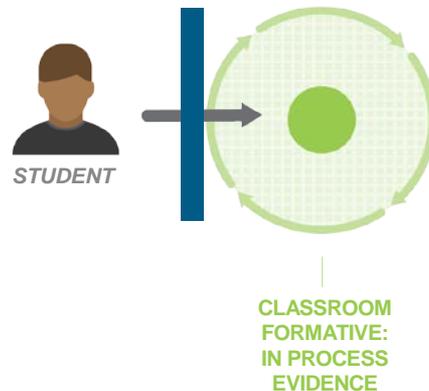
Formative assessment promotes the goals of **lifelong learning**, including higher levels of student achievement, greater equity of student outcomes, and improved learning to learn skills (OECD, 2008).



# Role of formative assessment in a balanced system

■ GRAIN SIZE  
○ INTERACTIVITY

Adapted with permission from the work of Margaret Heritage 2.13.17 ALN



Assessment to *inform* learning (observation, dialogue, analysis of work, student

self-assessment)

Assessment that focuses on the learning *as it is taking place*

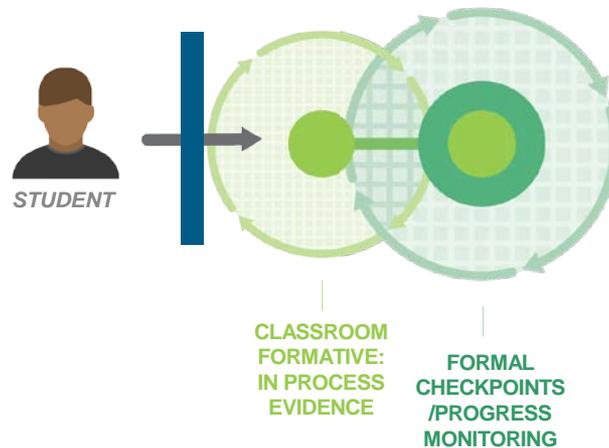
Assessment to *move learning forward* from its *current status*

Students are *actively involved* in the process

# Role of formative assessment in a balanced system, cont'd

■ GRAIN SIZE  
○ INTERACTIVITY

Adapted with permission from the work of Margaret Heritage 2.13.17 ALN



Frequent progress monitoring of **specifically targeted intervention goals**

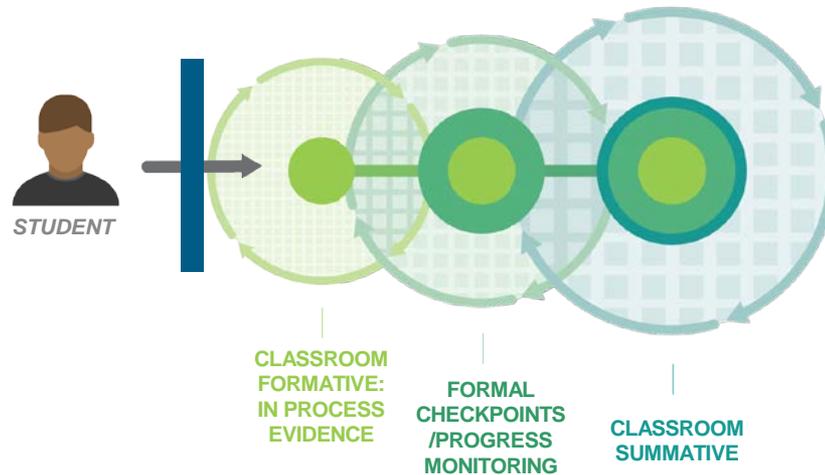
Measure impact

Implement, continue, revise or conclude intervention

# Role of formative assessment in a balanced system, cont'd

■ GRAIN SIZE  
○ INTERACTIVITY

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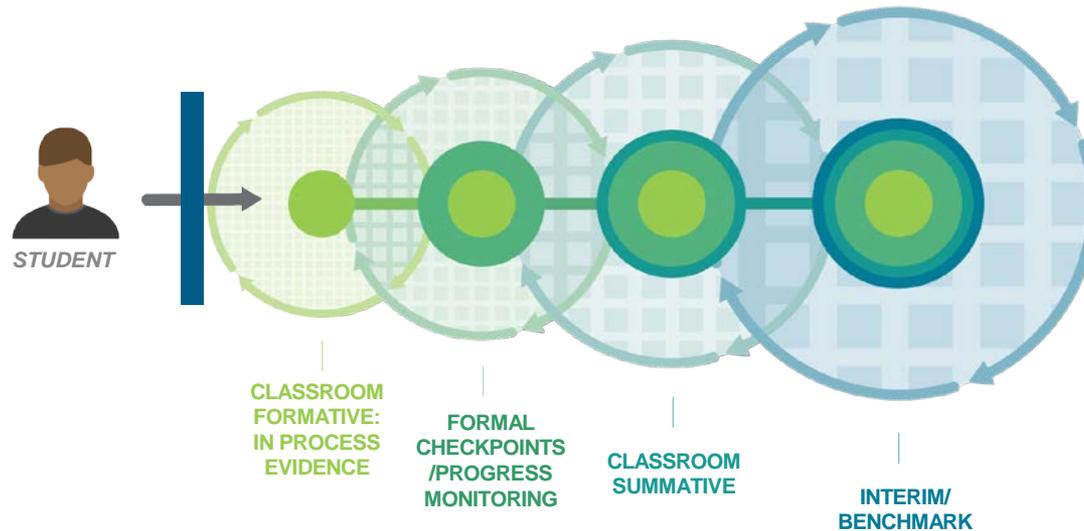
Status of student learning **relative to longer-term goals**  
e.g., unit

Reporting, reflect on next steps, effectiveness of teaching

# Role of formative assessment in a balanced system, cont'd

■ GRAIN SIZE  
○ INTERACTIVITY

Adapted with permission from the work of Margaret Heritage 2.13.17 ALN



Monitor student achievement of **medium-term goals**

Identify students for **supplemental intervention**

Measure **impact**

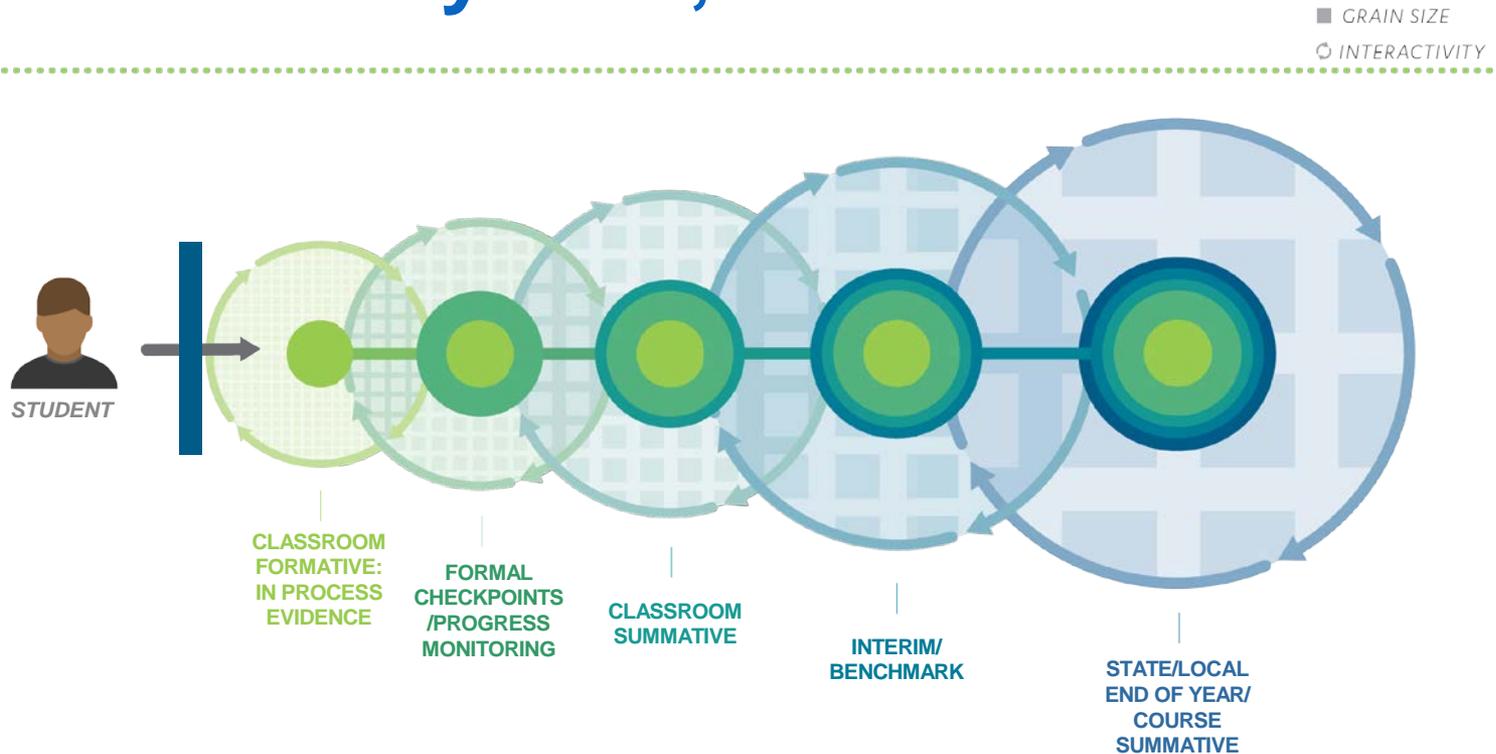
**Continue or readjust** improvement strategies

**Predict** end-of-year proficiency

**Trends/patterns** in student performance

# Role of formative assessment in a balanced system, cont'd

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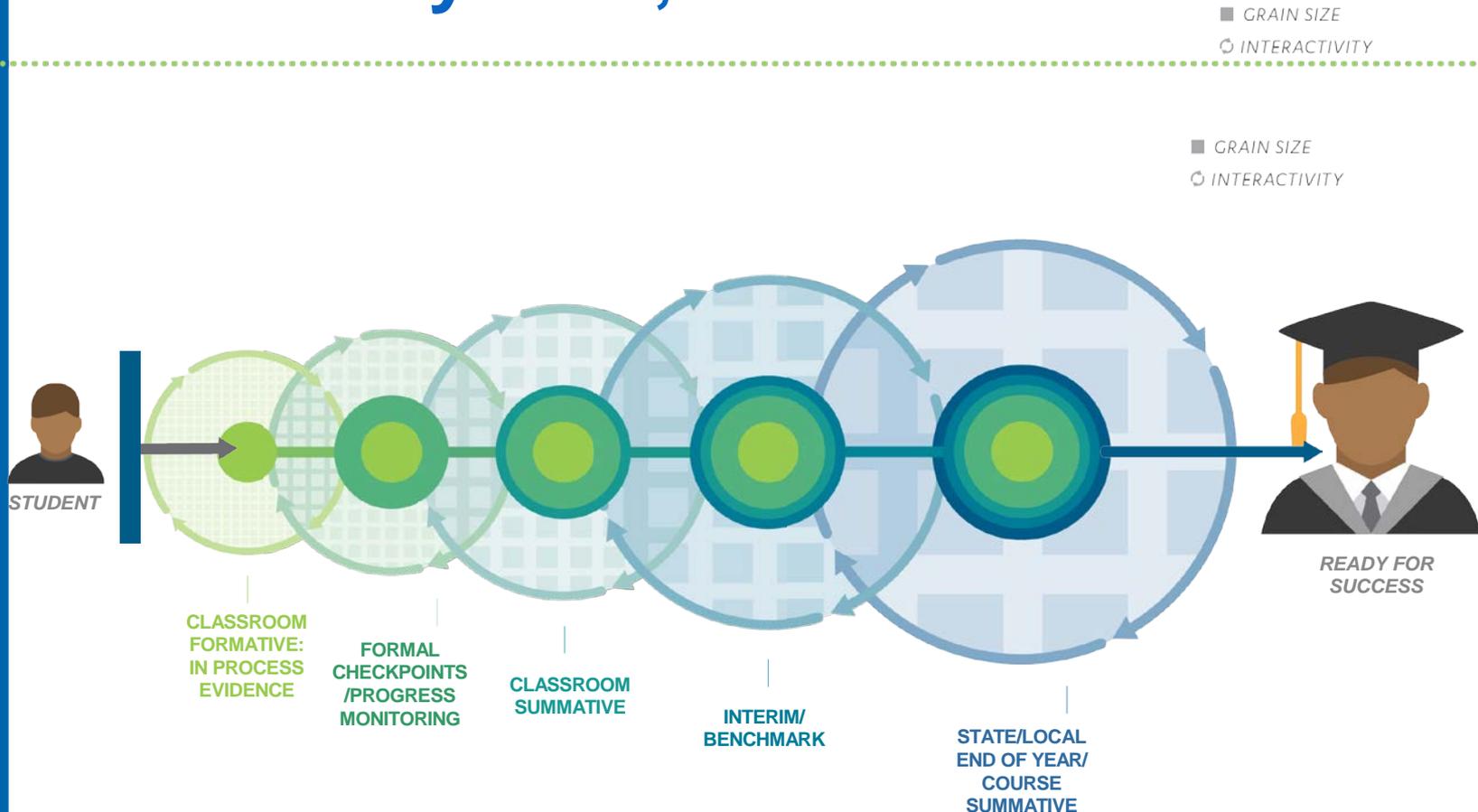
Student **achievement relative to standards**

**Gauge** student, school, district, and state year-to-year **progress**

**Inform** improvement planning

# Role of formative assessment in a balanced system, cont'd

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# Evolving assessment paradigm

FROM	TO
Summative	Summative & Formative
Solely Accountability	Teaching & Learning Tool
After Learning	During & After Learning
Condensed Results to Produce a “Score”	Detailed Description
Adults “do” the Assessment to Students	Adults & Students are Activity Engaged in Collecting and Providing Feedback
Notoriously Neglected the Facet of Teacher Preparation	Foundation of Effective Teacher Preparation
Notoriously Neglected the Facet of School Leadership	Foundation of Effective Leadership

# MAC can help!

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## Assessment Learning Network resources

- ALN Learning Points
- “Learning Moments” video clips
- Extensive set of member links and docs

## MAC’s extensive learning library

- Common Assessment Development Modules
- Events page
- Coming soon: Assessment Literacy Modules



# Access MAC resources

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<http://michiganassessmentconsortium.org>

<http://aln.michiganassessmentconsortium.org>

The **Michigan Assessment Consortium (MAC)** is a non-profit organization of Michigan educators designed to promote greater understanding about and use of assessment in Michigan.

The goal of the MAC is to help educators use assessment to improve their teaching and students' learning.



Questions?

*<http://michiganassessmentconsortium.org>*

# And finally....

Why did the  
chicken  
cross the  
road?



To demonstrate proficiency in Standard 3.1 of the Barnyard Poultry Standards of competence, which requires all mobile\* egg-laying fowl to achieve mastery of independent locomotion and orienteering in unfamiliar surroundings.\*\*



\* "mobile" is defined as scoring a minimum of 65 out of 100 score on the Perdue scale of Capon Celerity (PCC). Any fowl missing at least 2 toes from one foot, or at least 3 out of 6 toes total, is automatically assumed to be "immobile" for the purposes of this standard, and is thereby excluded from having to meet it.

\*\* "unfamiliar" being defined as areas where a typical egg-laying fowl would not be expected to be found, like a public road or city sidewalk, or a public library.

# Thank you!



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