



Learn Share & Discover

Information and ideas
about student assessment

2018



MICHIGAN SCHOOL 2018
TESTING CONFERENCE

February 13 – 15, 2018
Kensington Hotel
Ann Arbor, MI

In cooperation with:

M | **SCHOOL OF EDUCATION**
UNIVERSITY OF MICHIGAN

M | **CONFERENCE &
EVENT SERVICES**
UNIVERSITY OF MICHIGAN

GENERAL CONFERENCE INFORMATION

Registration Information

Registration fees include all conference materials, access to MP3 audio recordings of your choice from the two-day conference, breaks, and lunches. Confirmation of your registration will be emailed.

Registration and Fees

Early registration is highly recommended. Registrations for the MST Conference received on or before January 26, 2018 receive discounted fees. Registration received after January 26, 2018 must pay the regular fee.

EACH FULL-DAY PRE-CONFERENCE WORKSHOP:

February 13 \$ 160.00

EACH ½ DAY PRE-CONFERENCE WORKSHOP:

February 13 \$ 90.00

****You must attend the workshop for which you registered ****

TWO-DAY CONFERENCE: February 14 and February 15

EARLY Two-Day Fee (received on or/before 1/26/18) \$215.00

REGULAR Two-Day Fee (received after 1/26/18) \$240.00

ONE-DAY CONFERENCE: February 14 or February 15

EARLY One-Day (received on or/before 1/26/18) \$135.00

REGULAR One-Day Fee (received after 1/26/18) \$160.00

STUDENT ATTENDEE: (Student ID# is required)

One-Day Fee for Full Time Student \$50.00

Two-Day Fee for Full Time Student \$100.00

Exhibit Hours:

Wednesday, February 14, 2018 - 8:00 am – 6:00 pm

Thursday, February 15, 2018 - 8:00 am – 3:45 pm

Meals

Breaks and lunches are provided as part of your registration fee for both the conference workshops and the 2-day conference.

Cancellation/Refunds

A \$25 service fee will be retained for cancellations. No refunds are given for cancellations within two weeks of the conference. Substitutions may be made at any time. If possible, please notify us in advance of the substitution. No refunds are given because of inclement weather, unless the weather results in the cancellation of the day(s) of the conference for which you are registered.

Payment

Payment must be received by the date of the conference or a \$25 billing fee will be assessed.

Substitutions

If you find that you are unable to attend the conference, you may send a substitute in your place. The substitute will be eligible to attend whatever days you originally registered for. If possible, please notify us in advance of the substitution.

Location

All conference sessions and meals will be held at The Kensington Hotel, 3500 S. State St., Ann Arbor, MI, 48108, near the intersection of I-94 and State Street, adjacent to the Briarwood Shopping Center. (If you use I-94, then use State Street exit.) Kensington Hotel phone: 1.800.344.7829 or 734.761.7800.

Lodging

Kensington Hotel has overnight rooms that conference participants may reserve. Call The Kensington Hotel directly at 1.800.344.7829 or 734.761.7800 to make a reservation. A special rate of \$106 (single or double) is available for those who make their reservations by January 15, 2018.

Parking

Parking is available at The Kensington Hotel free of charge. Please note overflow parking is next to and behind the Holiday Inn, and in the parking area of Briarwood Mall, closest to The Kensington Hotel. A shuttle will be provided prior to the start and end of the conference each day.

Continuing Education Credits

SCECHs will be provided by MASA

Workshops: Full-day Workshops — 6 SCECH credits*

Workshops: 1/2 day Workshops — 3 SCECH credits*

Two-day conference: 3 – 10 SCECH credits*

*Approximate number, pending approval

For Further Conference Registration Information, Contact MASA, 1001 Centennial Way, Ste. 300, Lansing, MI 48917-9279 phone: (517) 327-5910 fax: (517) 327-0779 or email: gomasa@gomasa.org

TUESDAY February 13, 2018

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

Four half-day and two full-day workshops are being offered this year on Tuesday, February 13. 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 clinics. 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 – 8:30 am

Continental Breakfast

8:30 – 4:00 pm

Full Day Conference Workshops

WS 1— Everything New Test Coordinators Need to Know but Didn’t Know to Ask

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 2018 statewide assessments, including M-STEP, MME, MI-Access, WIDA, and Early Literacy & Mathematics Benchmarks. Discussion and activities will cover the “typical” 2018 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.

This session will provide attendees with information and ideas that they can use to consider how to focus and streamline student assessment in their districts and schools, and how to use different types of assessment that will promote student learning and achievement.

Phoebe Gohs, Michigan Department of Education

Tina Foote, Michigan Department of Education

Kate Cermak, Michigan Department of Education

WS 2 — Using Formative Assessment Practices with Students with Disabilities

When implemented effectively, formative assessment is a powerful tool that can significantly improve student learning. Learn how to confidently use key formative assessment strategies—planning, use of learning targets, gathering evidence of student understanding, formative feedback, and learning and instructional decisions—and then how to use them to accommodate students with disabilities with a variety of needs and characteristics. This workshop will also discuss professional learning strategies that districts and schools can use to support teachers in this work. It is based on materials developed by the Assessing Special Education Students (ASES) and Formative Assessment for Students and Teachers (FAST) groups of the Council of Chief State School Officers. Learner outcomes include that participants will be able to:

- Learn what formative assessment is and what it isn’t.
- Understand key formative assessment strategies such as focusing on sharing learning targets and criteria for success, giving effective feedback, and using student self-assessment and goal-setting.
- Adapt formative assessment strategies appropriately for students with disabilities who have a variety of needs and characteristics.
- Understand the professional learning strategies that districts and schools can use to support teachers in using formative assessment with all students.

Learn how to confidently use key formative assessment strategies—planning, use of learning targets, gathering evidence of student understanding, formative feedback, and learning and instructional decisions— and then how to use them to accommodate students with disabilities with a variety of needs and characteristics.

Tammy Gardner, Monroe ISD

Edward Roeber, Michigan Assessment Consortium

Ellen Vorenkamp, Wayne County RESA

8:30 – 11:45 am

AM Conference Workshops

WS 3 — Using Charts and Graphs to Communicate Data: What Works Best for Different Types of Data?

Presenting data effectively leads to people actually reading our data and reports. When we can engage people with intentional reporting, our audience will be more engaged and able to make data driven decisions. Grounded in visual processing theory, the principles discussed will enhance attendees' ability to communicate more effectively with peers, colleagues, and clients through a focus on the proper use of color, arrangement, graphics, and text when developing data visuals. You will walk away knowing the anatomy of a good visualization, and will have more tools to better design your PowerPoint presentations, reports, fact sheets, dashboards, and conference posters.

Jennifer R. Lyons, Evergreen Data

WS 4 — Tools & Resources to Develop a Learning-Focused District Assessment System

This session is intended to provide participants with resources to work with district policymakers, teachers, and administrators in designing, developing, and beginning the implementation of a feasible and coherent district assessment system. This session will cover the following:

- Resources for designing a coherent system, including the following:
 - Simple primers on formative assessment and more broadly, on the various types and uses of assessment to prepare policymakers for high-level discussions and to ground all stakeholders in the basics.
 - A new tool designed to engage district leadership (e.g., superintendent, select central office staff, select principals, select teachers) in prioritizing the purposes of assessment, leading to a summary of the types and timings of assessment needed to serve the prioritized purposes.
 - Several versions of a schematic showing how the various components of a coherent assessment system relate to and are informed by other components of the system to help in designing a similar schematic for the proposed district system.
 - A description of the process of using the three resources above to conduct a series of design workshops
- Resources for designing and implementing professional learning to enhance the likelihood of successful implementation, including the following:

- A framework used by a regional service agency taking a deep professional learning dive into assessment literacy for role-alike groups (e.g., teachers or administrators)
- Materials used in the professional learning activities
- Key challenges that must be addressed in planning
- Key strategies for planning and implementing successful professional learning in this arena
- A voice of experience from a regional service agency assessment specialist who has worked with districts to design and implement district assessment systems, covering the following key challenges that must be planned for in:
 - Working through the initial design phase
 - Working through the initial implementation phase
 - Maintaining a system over time
 - Strategies for addressing key challenges

Joseph Martineau, National Center for the Improvement of Educational Assessment

Jonathan Flukes, Oakland Schools

Ellen Vorenkamp, Wayne County RESA

11:45 am – 12:45 pm

Lunch

12:45 – 4:00 pm

PM Conference Workshops

WS 5 — FAME 2.0 – Mission Possible!

This session will share with participants the revised components of the FAME formative assessment process. In a hands-on, interactive session, participants will begin to understand the process and its impact on student learning and teacher practice.

LeeAnn Moore, Morley Stanwood Community Schools
Kimberly Young, Michigan Department of Education

WS 6 — MDE wants YOU: Utilizing Local Educator Expertise for State Assessment Development

MDE relies on the expertise of Michigan educators to create, develop, and improve the State of Michigan assessments. This session will provide examples of the assessment development process through the lens of the new science assessment.

TJ Smolek, Michigan Department of Education

Wednesday February 14, 2018

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

8:00 am – 4:30 pm

Registration Library

8:00 am – 4:30 pm

Conference Exhibits Grande Foyer

8:00 – 8:50 am

Continental Breakfast

9:00 – 10:05 am

Opening Keynote Grande Ballroom

Frank B. Womer Invitational Keynote

Made to be Broken: The Paradox of Student Growth Prediction

As testing orients around future outcomes such as college and career readiness, the models and language we use become increasingly predictive in nature. Are students on track to graduation, college attendance, college success, and a good job? There is a paradox underlying these questions: we want predictions to be both accurate and, ultimately, incorrect. If we predict a student will not graduate, that prediction should trigger an intervention that leads the student to graduate. In this presentation, I argue that predictive accuracy is overshadowing alternative criteria like transparency, appropriate incentives, and appropriate responses. I illustrate how overemphasizing prediction leads to inappropriate uses of student growth models, college readiness benchmarks, and teacher value-added models. Policymakers and practitioners should remember: Student growth predictions are only valid if they are wrong.

Andrew Ho, Professor of Education, Harvard University

10:05 – 10:20 am

Coffee Break/Visit Exhibits Grande Foyer

10:20 – 11:35 am

A Clinics

A1 — A Conversation with Andrew Ho

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, Andrew Ho.

A2 — Assessment Literacy Learning Available Online

MAC has developed a series of modules available through Michigan Virtual (MV) that address foundational assessment topics reflecting the MI Assessment Literacy Standards (MAC, 2017). Sample topics available include: developing high quality, balanced assessment systems, developing assessments, selecting assessments, understanding the formative assessment process, understanding technical concepts used in student assessment, and making meaning from student assessments. This session will highlight module resources currently available.

*Kathy Dewsbury-White, Michigan Assessment Consortium
Molly Bruzewski, Edupaths & Michigan Assessment Consortium*

A3 — Update on MDE MI-Access Assessments

This workshop will focus on key issues related to Michigan's Alternate Assessment based on Alternate Achievement Standards. ESSA updates, including Michigan's approach to the 1% cap and key assessment administration issues will be discussed as part of this workshop. This workshop 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*

A4 — Overview of MI-Learn Assessment Reporting System for Students, Parents, Educators

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 log in 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.

Tim Hall, Michigan Department of Education

Wednesday February 14, 2018

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A5 — Designing Rubrics for Measuring Student Growth

This session will review the implications of teacher evaluations using different student growth rubrics. How to design a student growth rubric for a desired effect on teacher evaluations is a major topic to be covered.

Gary J. Collins, Esq., Collins & Blaha, P.C.

Lorie E. Steinhauer, Esq., Collins & Blaha, P.C.

A6 — Questioning Strategies to Engage Students

Participants will learn various practices and strategies to engage students in thinking about their thinking by using effective questioning techniques.

Ellen Vorenkamp, Wayne RESA

11:35 am – 12:00 pm

Visit Exhibits

12:00 – 1:30 pm

Luncheon and Speaker Grande Ballroom

What's Next with Michigan's Assessments!?

During this lunch session, participants will hear about the latest and greatest in terms of where Michigan is going with its state summative assessment, the M-STEP, as well as any information about Michigan's vision for a complete, comprehensive assessment system that includes interim or benchmark assessments, and formative assessment practices. The conversation will also include updates around ESSA, accountability, and a look at the tally board of how many RFP's the state has had to do in the last five years.

Andy Middlestead, Director, MDE Office of Educational Assessment & Accountability

1:30 – 1:45 pm

Visit Exhibits Grande Foyer

1:45 – 3:00 pm

B Clinics

B1 — M-STEP Test Coordinator Update

Come join members of the Office of Educational Assessment and Accountability in a discussion of the Spring 2018 M-STEP. As the spring administration is quickly approaching, this session will focus on the activities, procedures and resources that will help prepare you for a trouble-free test administration.

Kate Cermak, Michigan Department of Education

Phoebe Gohs, Michigan Department of Education

B2 — ESSA Requirements for Assessment: What's New, What's Not, and What's Still Unclear

The timeline of when recent federal assessment requirements became effective is long:

- 2005: NCLB Regulations and Peer Review go into effect
- 2009a: Suspension of Federal Peer Review
- 2009b: State Race to the Top State requirements for winners become effective no later than 2015
- 2009: Consortia Race to the Top Consortia requirements for participants become effective no later than 2015
- 2010: ESEA Flexibility requirements for participants become effective no later than 2015
- 2015a: NCLB Peer Review reinstated with new guidance
- 2015b: ESSA signed into law
- 2016: ESSA final Regulations issued
- 2017: Some ESSA final Regulations rescinded

Because of considerable overlap and considerable differences in these requirements, it can be confusing to know which of the requirements remain in effect, which were jettisoned, or which are new. This session will filter the muddied waters.

Joseph Martineau, National Center for the Improvement of Educational Assessment

Ed Roeber, Michigan Assessment Consortium

Wednesday February 14, 2018

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B3 — How are State Assessments Created?

This session will provide an overview of the test development process: item writing basics, committee review of test items, and field testing, all of which culminates in blueprint and test map creation. Learn how Michigan educators have a vital role in this process, and ways in which you can get involved.

Linda Howley, Michigan Department of Education
Suzanne Hindman, Michigan Department of Education
Kyle Ward, Michigan Department of Education
Scott Koenig, Michigan Department of Education

B4 — Update on MDE WIDA Assessments

This session will provide an overview of the structure of the WIDA assessment system as well as upcoming changes intended for the 2017-18 school year. Additional statewide data will be shared related to Michigan's EL assessment performance.

Jen Paul, Michigan Department of Education
Dan Evans, Michigan Department of Education

B5 — What do We Know about Professional Learning in Assessment Literacy and Why Should Administrators Care?

Ensuring that all educators have a comprehensive understanding of assessment and its role in student learning and achievement is tough business. Professional associations like the Michigan Assessment Consortium (MAC) have begun advancing best practices in assessment and have also begun to decipher the elements of what assessment literacy is and what users of assessment (educators, parents, students, policymakers) should need to know and be able to do. This session will discuss the MAC Assessment Literacy Standards in terms of how two different organizations approached their professional learning around this topic as well as how the new learning can be supported and propagated within a building/district.

Jonathan Flukes, Oakland Schools
Amy Olmstead-Brayton, Washtenaw ISD

B6 — You Have PSAT/SAT Results – Now What?

Are you interested in learning how to interpret and use results from the PSAT/SAT tests? Would you like to use the results to inform everyday instructional practices in classrooms? Join the GELN (General Education Leadership Network) SAT Report Task Force subcommittee members to discuss how PSAT/SAT results can be used to inform instructional decisions. Participants will receive resources that can be used to analyze results and identify the cross-curricular skills students may need to improve student performance.

Emily McEvoy, Macomb ISD
Kathleen Miller, Shiawassee RESD

3:00 – 3:15 pm

Break/Refreshments/Exhibits Grande Foyer

3:15 – 4:30 pm

C Clinics

C1 — The Landscape of Assessment Literacy Initiatives

This session provides a survey of existing and emerging efforts to develop and sustain assessment literacy nationally. MAC will share the framework it is using to guide its efforts around assessment literacy. Additionally, this session will include the current U.S. landscape of tools, documents, programs, proposals and research efforts designed to advance each step of the state framework identified by MAC. Work from the National Center for Assessment and the National Task Force on Educator Assessment will be highlighted.

Kathy Dewsbury-White, Michigan Assessment Consortium
Joseph Martineau, National Center for the Improvement of Educational Assessment
Amelia Wenk Gotwals, Michigan State University

C2 — What Tools are Available to Help Students Succeed in High School and Prepare for College?

This session will present the latest tools from the Khan Academy platform supporting Official Practice for the SAT suite of assessments, including essay scoring and feedback, and Teacher Tools. The session will also demonstrate Roadmap to Careers, a tool developed collaboratively by the College Board and Roadtrip Nation. Finally, the planning and exploration tools available through Big Future will be demonstrated. These tools have been demonstrated with Michigan's College Access organizations for use in supporting students.

Ted Gardella, College Board
Jason Feig, College Board

C3 — Update on MDE Social Studies Assessments

Michigan utilizes 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

C4 — FAME: Continuing to Build Formative Assessment Process Capacity in Michigan Classrooms

FAME (Formative Assessment for Michigan Educators) is in its 10th year. As we begin to use a revised definition of formative assessment and reorganized content, what have we been learning about teacher and student use of the formative assessment process?

Annlyn McKenzie, Muskegon ISD
Kimberly Young, Michigan Department of Education

C5 — Update on the State's Data Systems

The new director of the MDE Office of P20 Data and Information Management will describe how the MDE data systems and data hubs will be aligned and streamlined. Introduction to the actionable data tools embedded in hubs will also be described.

David Judd, Michigan Department of Education
Don Daily, Kalamazoo RESA
Michelle Ribant, Michigan Department of Education

C6 — Analyzing game-based collaborative problem solving with computational psychometrics

This session will present a comprehensive review of ACTNext/ACT's work on analyzing evidence of collaborative problem solving using a unique game-based assessment from construct to results. This review incorporates work over two research studies using both a middle school cohort and adult research participants recruited through Amazon's mechanical turk.

Steve Polyak, ACTNext
Alina von Davier, ACTNext

4:30 – 6:00 pm

Reception Grande Foyer

Evening — Dinner on Your Own

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

Thursday February 15, 2018

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

8:00 am – 4:30 pm

Registration Library

8:00 am – 4:30 pm

Conference Exhibits Grande Foyer

8:00 – 8:50 am

Continental Breakfast Grande Foyer

9:00 – 10:05 am Grande Ballroom

General Session

Do Educational Assessments Yield Achievement Measurements?

*Mark Reckase, Distinguished Professor Emeritus,
Michigan State University*

A common interpretation of achievement test results is that they provide measures of achievement that are much like other measures that we commonly use such as height, weight, or the cost of goods. In a limited sense, such interpretations are correct, but there are some nuances to these interpretations that have important implications for the use of achievement test results. In this presentation, two different theoretical underpinnings for the interpretation of educational assessment results as measurements are contrasted.

One of these theoretical views comes from initial attempts in psychology to measure the amount of a trait that was exhibited by a person. The other theoretical view comes from early work in education to measure how much of a desired curriculum was acquired by students. There are times that these two views conflict with each other and lead test developers and policymakers to ask for the impossible. After summarizing the two theoretical positions, the areas of conflict will be discussed. Finally, recommendations for what can be done to clarify the issues and minimize the problems that results from using conflicting theoretical frameworks will be provided.

10:05 – 10:20 am Grande Foyer

Coffee Break/Visit Exhibits

10:20 – 11:35 am

D Clinics

D1 — A Conversation with Mark Reckase

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, Mark Reckase.

D2 — Measuring Student Growth Made Easy

Participants will learn a new, user-friendly, step-by-step process that will permit an educator to measure student growth. In addition, the supplemental on-line material will be highlighted so that the process can be shared with one's PLC, department or district. No advanced analytical education is required to learn the approach!

Joseph Musial, Wayne RESA

D3 — Formative Assessment in Mathematics: An Essential Component for System-wide Equitable Student Outcomes

Session participants will explore opportunities to leverage the essential role of formative assessment (FA) that is embedded, but not always visible, within powerful equity-based instructional frameworks such as, RtI, Mathematical Tasks Framework, classroom discourse, learning progressions, and others to improve student achievement system-wide. Among other unrealized opportunities we will explore the attention given to the role of the students within the FA process and particular disciplinary needs of teachers implementing FA.

Valerie Mills, Oakland Schools

Edward Silver, University of Michigan

D4 — Effective Data Conversations within a PLC

This session is designed for any staff members who are part of data collection and PLCs. The different types of data that can be collected and how that data can be analyzed and utilized to adjust teaching and improve student learning will be discussed.

Kristy Walters-Flynn, Corunna Public Schools

D5 — Update on MDE ELA Assessments

This session will provide information on any changes to the ELA M-STEP for spring 2018. In addition, a thorough review of the ELA item types and item specifications will be shared with attendees.

Suzanne Hindman, Michigan Department of Education

D6 — MDE Secure Site Update

Users will be walked through the Secure Site for the purpose of the state assessments. The session will include some helpful hints along with instruction to help user's navigate the site effectively.

Tina Foote, Michigan Department of Education

12:00 – 12:45 pm

No-Speaker Lunch

12:45 – 1:00 pm

Visit Exhibits Grand Foyer

1:00 – 2:15 pm

E Clinics

E1 — Subscores: Fool's Gold or Valuable Nuggets

Federal requirements have for many years mandated some form of subscore reporting. Their usefulness is a matter of debate amongst measurement experts. This clinic will consist of two presentations taking opposite sides on the issue:

- Reporting Subscore Results: Is "Because we have to..." a Sufficient/Convincing Reason?
- Reporting Subscore Results: Already Useful, But Let's Make Them Better.

Dave Treder, Genesee ISD

Joseph Martineau, Center for the Improvement of Educational Assessment

Jim Gullen, Macomb ISD

E2 — Learning Progressions: Tools for Formative and Summative Assessment

Learning progressions describe the development of students' understandings as intermediate steps or levels between a lower anchor (students' incoming understandings) and an upper anchor (often standards). This session will discuss the practical implications of learning progressions for formative and summative assessment. Examples from science and mathematics will be used to illustrate how teachers can use learning progressions to support student learning

Amelia Wenk Gotwals, Michigan State University

John P. Smith III, Michigan State University

E3 — SAT/PSAT Update – PSAT Grade 8?

This session will provide the latest updates on the administration of the SAT as the College Entrance Examination portion of the MME, as well as the PSAT 10 and PSAT 8/9 in grade 9. The session will also provide a preview of how the PSAT 8/9 in grade 8 will be administered in spring of 2019.

Ted Gardella, College Board

Andrew Middlestead, Michigan Department of Education

E4 — Update on MDE Mathematics Assessments

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

Kyle Ward, Michigan Department of Education

E5 — How Many Students Need to Be Replaced to Change a Teacher's Evaluation Based on Value-added? An Approach to Characterize the Uncertainty, Interpret and Make Use of Value-added

This study provides an approach not only to characterize the uncertainty of the value-added measures but also to formalize the interpretation and to make use of value-added. Rather than adopt an abstract number or concept in statistics, this research will study value added by asking the following question: how many students need to be changed to alter or invalidate the teacher evaluation based on value added?

Qinyun Lin, Michigan State University

Ken Frank, Michigan State University

Thursday February 15, 2018

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E6 — Overview of MI-School Data Reporting

Join representatives from MDE and CEPI to learn about our new and updated student assessment reports on MI School Data. Attendees will learn about the new reports, how to use them, and more about what the data means.

Jessica Fenby, CEPI

Jen Paul, Michigan Department of Education

2:15 – 2:30 pm

Break/Beverages/Exhibits Grande Foyer

2:30 – 3:45 pm

F Clinics

F1 — Assessment Literacy for Teachers

What does it mean for teachers when they are assessment illiterate? How do we get teachers to become assessment literate? This session will explore these questions, present a set of standards that all teachers need to embrace, and provide practical ideas to help all teachers become literate in the area of assessment.

Kathy Dewsbury-White, Michigan Assessment Consortium
Ellen Vorenkamp, Wayne RESA

F2 — How to Assess Key Academic Behaviors (Soft Skills) and College Readiness – A 20-year Perspective

This presentation summarizes 20 years of work in assessing college readiness behaviors of high school students. Research and the practical experience of supervising over 110,000 dual enrollment credit hours since 1997 has provided the presenters with a unique perspective on how to prepare every student to succeed in the post-secondary environment.

David Dugger, Washtenaw Educational Options Consortium, Eastern Michigan University

Ellen Fischer, Early College Alliance, Eastern Michigan University

F3 — MDE Accountability Update

The passage of the Every Student Succeeds Act, along with the adoption of strategies and goals of making Michigan a Top 10 education state in 10 years makes a new accountability system necessary. This session will provide a detailed overview of Michigan's new accountability system.

Chris Janzer, Michigan Department of Education
Chad Bailey, Michigan Department of Education

F4 — Good News and Great News: The New Michigan Science Assessment

This session will describe getting MSSy – designing new assessments for the Michigan Science Standards (MSS).

TJ Smolek, Michigan Department of Education

F5 — M-STEP (and MI-Access and Early Literacy & Mathematics Benchmark) Reporting Overview

Come join members of the Office of Educational Assessment and Accountability (OEAA) for an overview of available score reports on the Dynamic Score Reporting Site. Learn what reports are available and appropriate uses of them.

Kate Cermak, Michigan Department of Education
Phoebe Gohs, Michigan Department of Education

F6 — Teachers Going Grade-less: Why Teaching and Learning can be Better When We Grade Less

What if you knew that some aspect of education damaged students' motivation, growth mindset, relationships with their teachers, and performance on standardized exams? Wouldn't you do everything in your power to eliminate or at least limit these impacts? And yet we now know that these are all effects of grading. Arthur Chiaravalli, co-founder of Teachers Going Gradeless, explores these effects and provides viable alternatives for more humane, effective approaches to assessment, feedback, and reporting that move students forward in their learning.

Arthur Chiaravalli, Teachers Going Gradeless

3:45 pm

Conference Adjourns

2018 Michigan School Testing Conference
February 13 – 15, 2018 at Kensington Hotel, Ann Arbor

Register online at: www.gomasa.org

**Main Conference
Session Selection**

Wednesday, February 14, 2018

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 15, 2018

10:20 – 11:35 am • D Clinics

D1 ___ D2 ___ D3 ___ D4 ___ D5 ___ D6 ___

1:00 pm – 2:15 pm • E Clinics

E1 ___ E2 ___ E3 ___ E4 ___ E5 ___ E6 ___

2:30 pm – 3:45 pm • F Clinics

F1 ___ F2 ___ F3 ___ F4 ___ F5 ___ F6 ___

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.) _____

Tuesday Pre-Conference Registration & Session Selection

Pre-Conference Workshops • Tuesday, February 13

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

Full-Day Workshops • 8:30 – 4:00 pm (\$160) \$ _____

WS 1 ___ WS 2 ___

Half-Day Workshops • 8:30 – 11:45 am (\$90) \$ _____

WS 3 ___ WS 4 ___

Half-Day Workshops • 12:45 – 4:00 pm (\$90) \$ _____

WS 5 ___ WS 6 ___

Main Conf. Registration • Wed. – Thu. February 14 – 15 \$ _____

Attending Wednesday and Thursday \$240.00 (\$215)*

One-Day Fee \$160.00 (\$135)*

Wednesday only Thursday only

** Register and pay by 1/26/18 and save \$25*

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

One-Day Fee \$50

Wednesday only Thursday only

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

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

SCECHs

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

Grand Total: \$ _____

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 School Administrators
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 Lansing, MI 48917-9279
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