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## CREATING AN EFFECTIVE STATEWIDE STUDENT ASSESSMENT SYSTEM

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Subsequent to concurrent legislative action reauthorizing spending to occur to implement Common Core State Standards, the State Board of Education and the Michigan Department of Education were directed to develop and submit a report on options for assessments fully aligned with the Common Core State Standards. This report was submitted to both chambers of the legislature December 1, 2013.

[http://www.michigan.gov/documents/mde/Common\\_Core\\_Assessment\\_Option\\_Report\\_441322\\_7.pdf](http://www.michigan.gov/documents/mde/Common_Core_Assessment_Option_Report_441322_7.pdf)

In the interest of informing decisions that impact public education in the state of Michigan, the Michigan Assessment Consortium is sharing a set of guiding *Principles for Creating an Effective Statewide Student Assessment System* -- these principles and practices have at their foundation, assessment literate practice. For a full discussion of assessment literacy – *Standards for Assessment Literacy* have been developed for policymakers, and educators and students. <http://www.michiganassessmentconsortium.org/news/survey-regarding-assessment-literacy-standards>

While many issues such as cost, speed of implementation, technological considerations, and competing and related pieces of public policy may beg for attention in the process that will result in a selected, funded, and authorized state assessment system; it is the hope of the Michigan Assessment Consortium that the best of what we know about sound assessment practices and effective statewide student assessment systems – will guide our policymakers as they engage in decisions related to our state assessment system for public education.

### Principles and Practices

There are several principles and practices for effective student assessment systems for use at the state or district levels. These principles identify the key characteristics of high quality assessment systems and raise important questions to help decision-makers identify the most suitable choices for future assessment systems in the state of Michigan. ([Read the full paper](#))

- Principle 1. There are different purposes and uses for student assessment at the state, district, school, classroom and student levels
- Principle 2. One single assessment cannot meet all purposes equally and effectively.
- Principle 3. Principle 2 means a system of assessments is needed for different purposes.
- Principle 4. In order to accomplish all assessment purposes equally well, a balanced system of assessment is necessary.
- Principle 5. A balanced system consists of an annual summative assessment, interim benchmark assessments and on-going formative assessment strategies and practices.
- Principle 6. All the assessments used in the system should be fully aligned to the academic content standards being measured.
- Principle 7. Educators, and administrators need to learn how to plan for, administer, and use assessment results in the balanced assessment system. Students need to know how to use formative assessment evidence to adjust their own learning tactics.
- Principle 8. Providing instructional resources to educators about instruction is vital to assuring that educators help students achieve the standards being assessed.

**About the Michigan Assessment Consortium** – the MAC is a not-for-profit, non-partisan, statewide organization whose mission is to improve student learning and achievement through a system of coherent curriculum, balanced assessment and effective instruction. We do this by collaboratively: promoting assessment knowledge and practice, providing professional learning opportunities and producing and sharing assessment tools and resources.