



Improving the Assessment Literacy of Students, Parents, Educators, and Policy Makers

Presentation to the National Conference on Student Assessment

Thursday, June 29, 2017



Introductions

Ed Roeber

Assessment Director –

Michigan Assessment Consortium

Panel Participants

- Margaret Heritage
- Kathy Dewsbury-White
- Ellen Vorenkamp
- James Pellegrino
- Ed Roeber
- Jim Gullen



The Assessment Learning Network (ALN): Purpose and Intended Outcomes

*Kathy Dewsbury-White:
Chief Executive Officer –
Michigan Assessment Consortium*

Supporting Michigan's Top Ten in 10 Plan



Developing the Assessment Literacy of Michigan's stakeholder groups directly supports these Goal's in MI's Top Ten in 10 Plan...

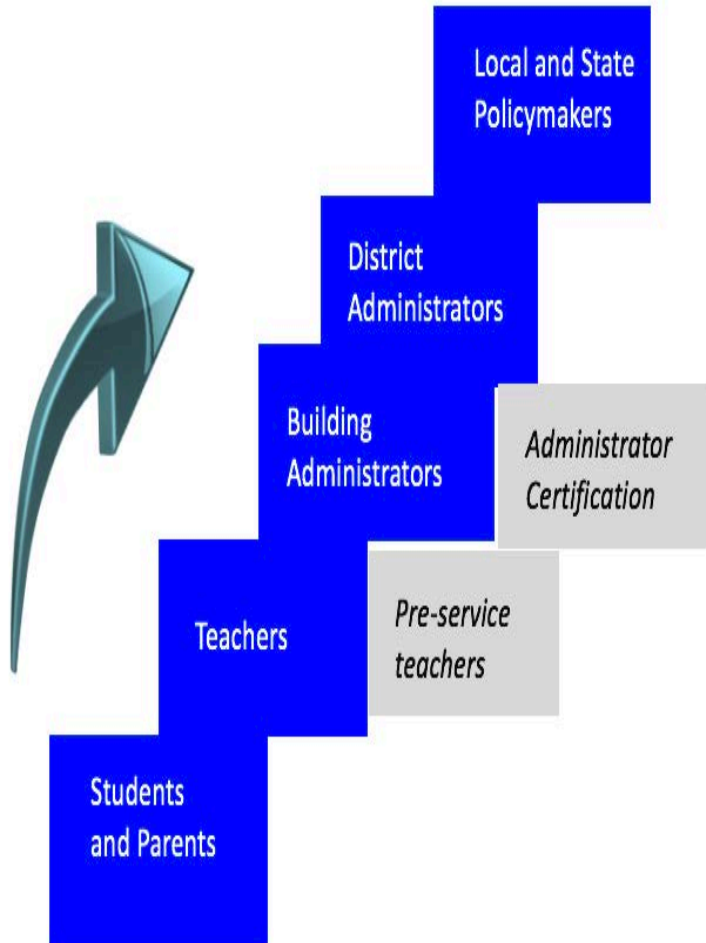
- Goal 1: Provide every child access to an aligned, high-quality P-20 educational system
- Goal 2: Implement...high-quality instruction in every classroom
- Goal 3: Develop, support, and sustain a high-quality, prepared,...education workforce and further develop an innovative and cohesive state education agency

Alignment with MDE's Top 10 in 10 Years – Strategic Goals – December 2016

Top 10 in 10 Years Strategic Goals	Alignment with ALN and Development of Assessment Literacy
Goal 1. Provide every child access to an aligned, high-quality P-20 system from early childhood to post-secondary attainment – through a multi-stakeholder collaboration with business and industry, labor and higher education – to maximize lifetime learning and success.	Help all stakeholders become more assessment literate – to understand what are the purposes and uses of assessment, what high-quality assessments look like, and how they can be used to improve teaching and student learning. Promote assessment literacy of pre-service teachers and administrators through collaborative work with institutions of higher education.
Goal 2. Implement with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.	Assist educators to understand the different types and uses of assessment, and how balanced approaches to assessment, using assessments of and for learning will help to provide high quality instruction to all students. Help every Michigan educator to know what are formative assessment practices and know how to use them in their schools and classroom, helping all students, especially low-achieving ones, to achieve to their highest potential.
Goal 3. Develop, support, and sustain a high-quality, prepared, and collaborative education workforce.	Use the MAC's Assessment Literacy Standards to and assessment learning resources to improve the assessment literacy of Michigan's educator workforce. Help to provide useful assessment learning opportunities to all Michigan educators.
Goal 4. Reduce the impact of high-risk factors, including poverty, and provide equitable resources to meet the needs of all students to ensure that they have access to quality educational opportunities.	Use formative assessment practices – planning, using learning targets, eliciting evidence of student learning, providing formative feedback and making instructional & learning changes – to help all students, especially low-achieving ones – to achieve at high levels (Black & Wiliam, 1998).
Goal 5. Ensure that parents/guardians are engaged and supported partners in their child's education.	Help parents to become more assessment literate, so that they better understand the assessments that are used with their children and how they can interpret the results and support the learning of their children.
Goal 6. Create a strong alignment and partnership with job providers, community colleges, and higher education to assure a prepared and quality future workforce, and informed and responsible citizens.	Help students to discover what career readiness means, to develop their work readiness, to document their work readiness, and to demonstrate their work readiness, thus helping them to become quality workers and productive citizens. Support educators in the use of innovative and authentic assessment measures.
Goal 7. Further develop an innovative and cohesive state education agency that supports an aligned, coherent education system at all levels (state, ISD, district, and school).	Create a "State of Assessment Literacy" by helping all students, educators, and local and state policymakers to become assessment literate (using Michigan's education-related professional groups as a vehicle to encourage widespread participation and development).



Foundation in Michigan starts with Assessment Literacy Standards



Two goals for AL Standards

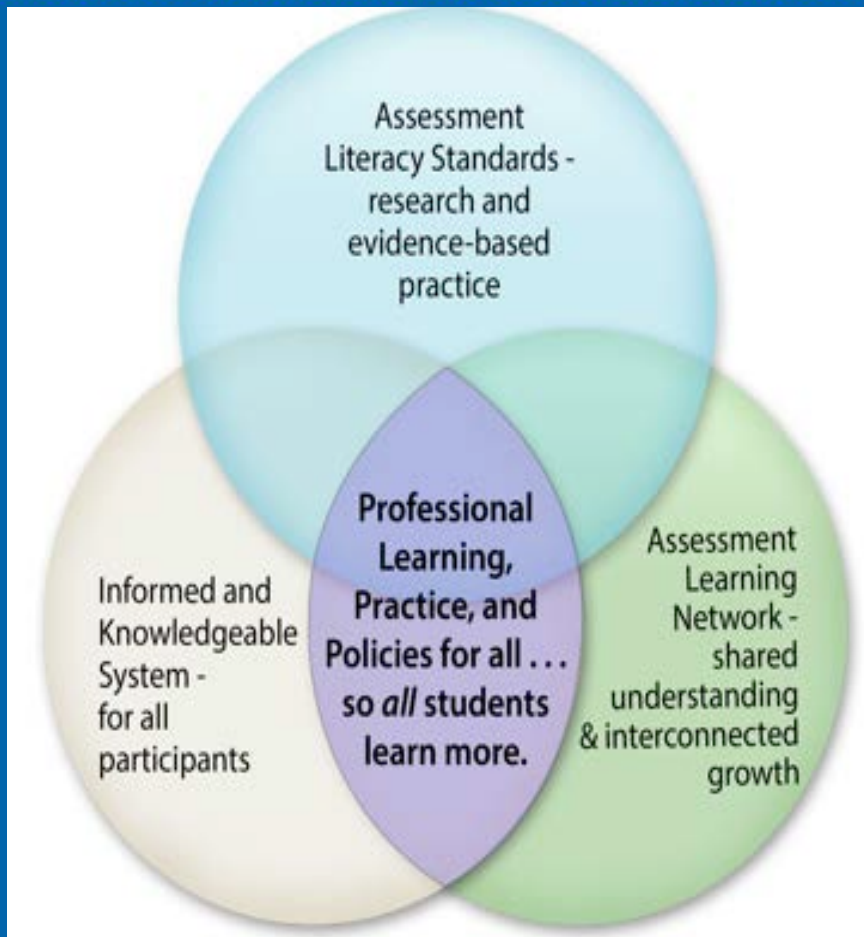
1. Identify dispositions, knowledge, skills needed to maximize benefits of assessment
2. Build the structures, activities, resources from the standards to support learning of stakeholders



A Vision for the ALN

- A professional learning community focused on improving assessment practices in public education
- A vehicle to promote the MAC's Assessment Literacy Standards throughout Michigan
- A conduit between the MAC and Michigan's professional educational organizations that can work collaboratively to improve educators' assessment literacy

Theory of Action for ALN derived from practitioner experience





ALN Activities in 2016-17

Jim Gullen:

*Chair of the ALN and Board Member –
Michigan Assessment Consortium*

The Assessment Learning Network

- A professional learning community consisting of representatives from Michigan's professional educational organizations and the Michigan Dept. of Education
 - 32 Professional Organizations named members
 - Organizations were asked to send members who had the willingness and ability/authority to take some of the learning back to the organization
- An opportunity to network with other members of the ALN
- Three meetings were held during the 2016-17 Year

Assessment Learning Network Meetings

- Full day meetings including lunch
- Member introductions at the beginning of each meeting to help foster networking
- Featured learning presentation made up the bulk of the morning
- Lunch
- Continued work with the presenter after lunch
- Time for members to interact with the content and each other



**While the ALN meetings
were very productive,
they were not the end
goal...**

*...the end goal is to have ALN
members take their learning back
to their organization.*

Resources Developed for Members

- A video of the entire featured presentation from each of the three ALN meetings
- A series of eight video “vignettes” where the featured presenter responds to an assessment question. (2-4 minutes, each)
- A series of “Learning Point” documents. (one-pagers giving an overview of an assessment topic)
- Draft text for articles that could be adapted and used in the newsletters of the members’ organizations
- Each presenter supplied a list of additional resources that are archived for ALN members



**Resources for Members
are Located on the
Secure ALN Webpage**

<http://aln.michiganassessmentconsortium.org/>



Featured Learning #1: An Overview of Assessment for Learning and Assessment of Learning

James Pellegrino:

*Distinguished Professor of
Education – University of Illinois
at Chicago*

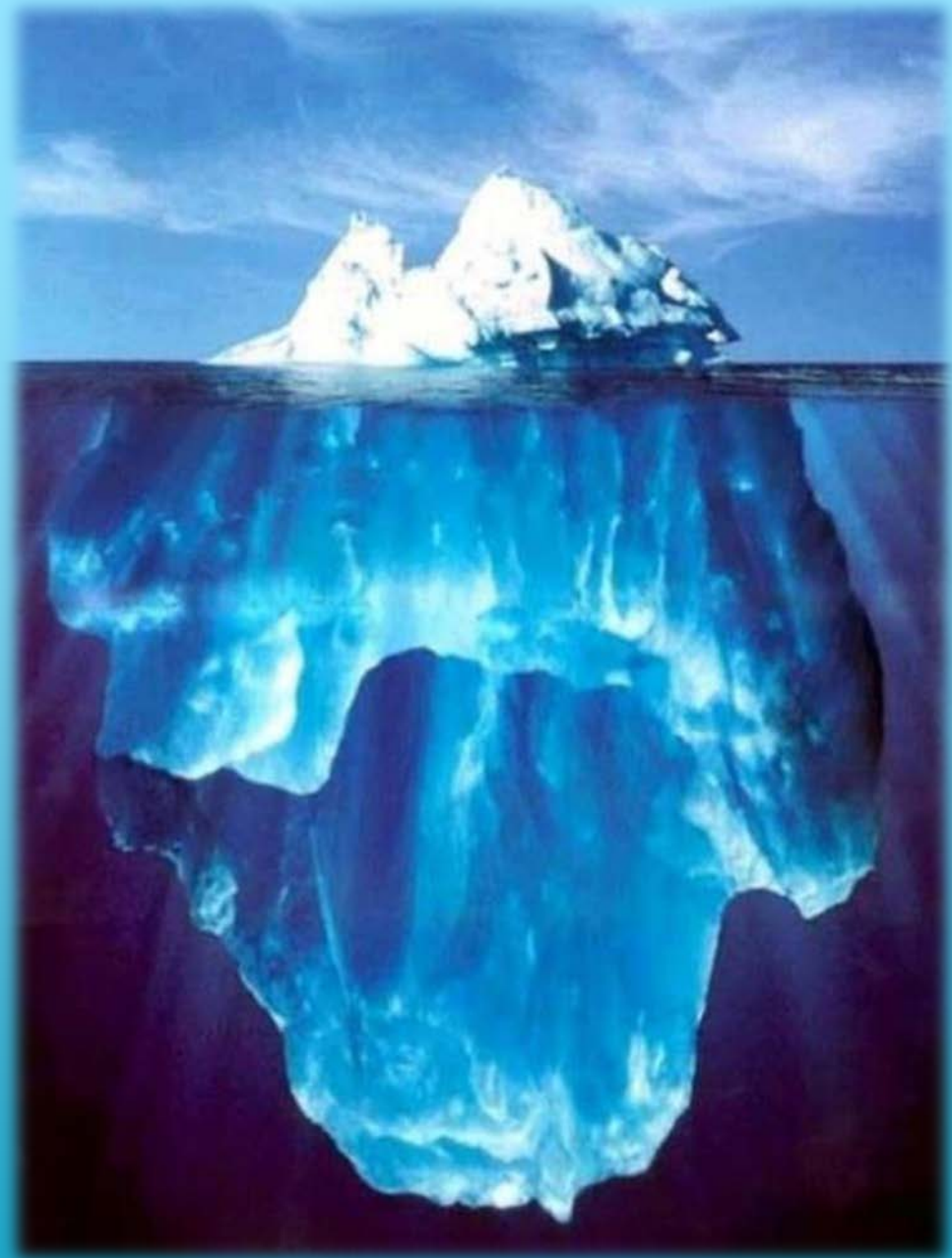


Looking to the Future: Realizing the Promise of Educational Assessment

Jim Pellegrino
Learning Sciences
Research Institute
University of Illinois
at Chicago

TOPIC 1: THE NATURE OF EDUCATIONAL ASSESSMENT

- Defining formative, interim, and summative assessment
- Characteristics, uses, and examples of formative, interim, and summative assessment



Based in part on ideas
drawn from the 2001
National Research
Council report:

***Knowing What
Students Know: The
Science and Design of
Educational
Assessment.***

NATIONAL RESEARCH COUNCIL



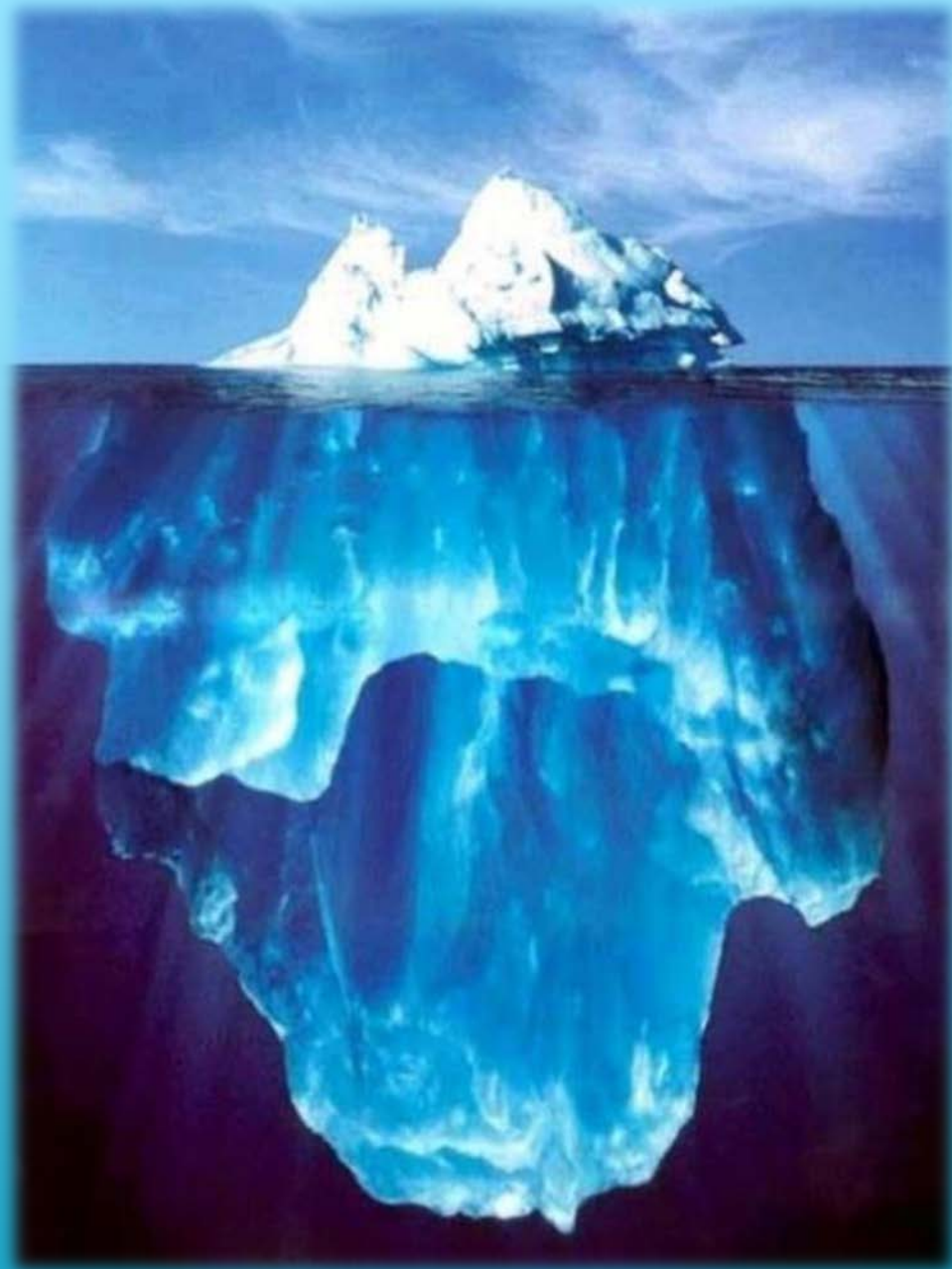
Knowing what Students Know

The Science
and Design
of Educational
Assessment

Some key “take away” points

- Assessment is not a simple matter and not just one thing -- it takes multiple forms for multiple purposes
- Designing good assessment is very challenging -- need solid conceptual foundation about what students should know and how they should know it.
- Assessment needs to be part of an integrated system of curriculum, instruction & assessment
- A major challenge is helping teachers use assessment productively in their ongoing practice -- especially formative assessment

TOPIC 2:
ISSUES
REGARDING THE
QUALITY OF
ASSESSMENTS
ALIGNED TO
COLLEGE AND
CAREER READY
STANDARDS





A Public Policy Statement



The Gordon Commission
on the Future of Assessment in Education

Stanford Center for Opportunity Policy in Education



Criteria for High-Quality Assessment

By Linda Darling-Hammond, Joan Herman, James Pellegrino,
Jamal Abedi, J. Lawrence Aber, Eva Baker, Randy Bennett, Edmund Gordon,
Edward Haertel, Kenji Hakuta, Andrew Ho, Robert Lee Linn, P. David Pearson,
James Popham, Lauren Resnick, Alan H. Schoenfeld, Richard Shavelson, Lorrie
A. Shepard, Lee Shulman, Claude M. Steele

Published by:

Stanford Center for Opportunity Policy in Education,
Stanford University;

Center for Research on Student Standards and Testing,
University of California at Los Angeles; and

Learning Sciences Research Institute,
University of Illinois at Chicago

June 2013



scope
Stanford Center for
Opportunity Policy in Education



National Center for Research
on Evaluation, Standards, & Student Testing



“To be helpful in achieving the learning goals....., assessments must fully represent the competencies that the increasingly complex and changing world demands.... To do so, the tasks and activities in the assessments must be models worthy of the attention and energy of teachers and students.”

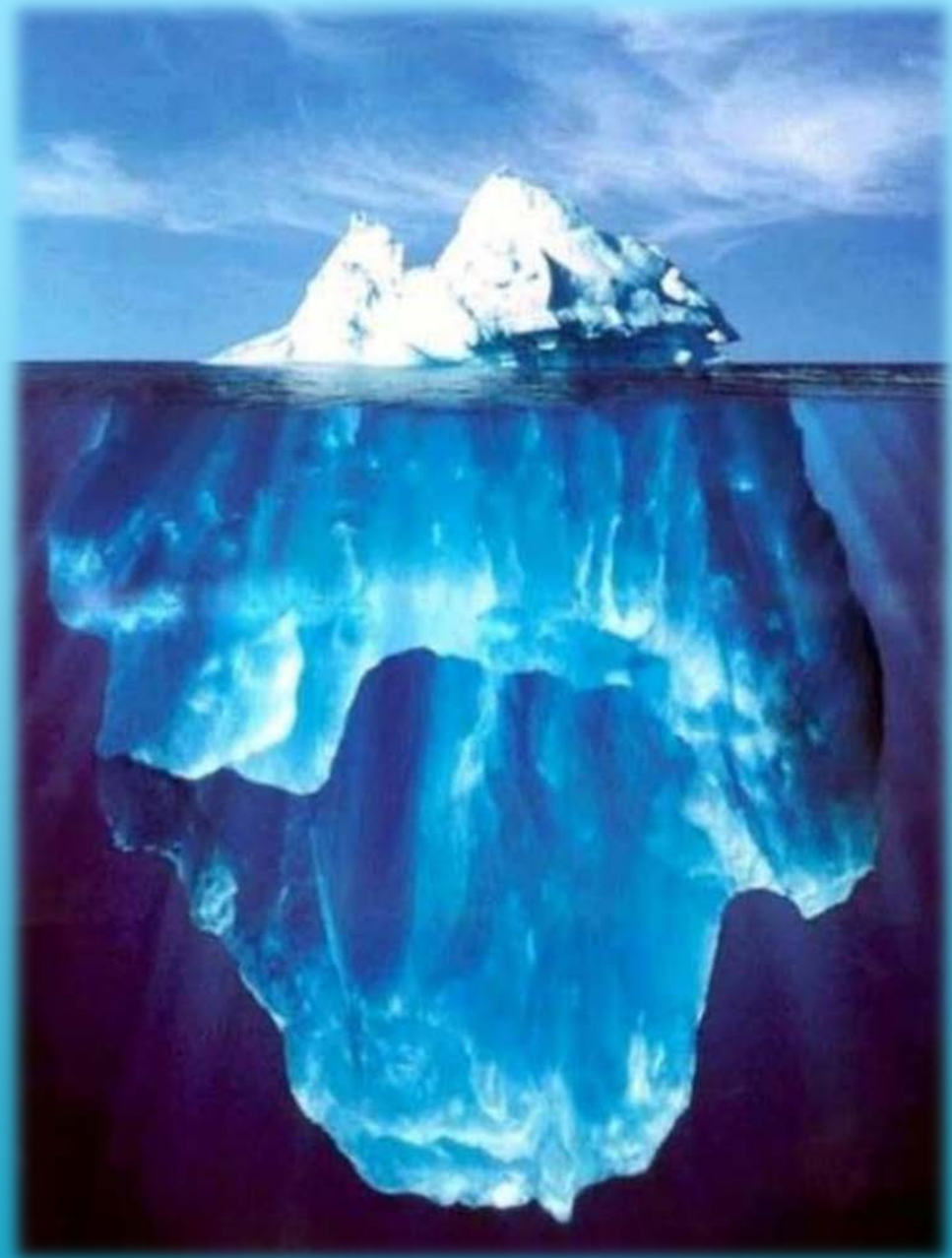
-- The Gordon Commission

Five Criteria for High-Quality Assessment

1. Assessment of Higher-Order Cognitive Skills
2. High-Fidelity Assessment of Critical Abilities
3. Standards that Are Internationally Benchmarked
4. Items that Are Instructionally Sensitive and Educationally Valuable
5. Evidence of Validity, Reliability, and Fairness



TOPIC 3:
COMPONENTS
OF A COHERENT
AND
COMPREHENSIVE
SYSTEM



Based in part on ideas
drawn from the 2014
National Research
Council report:
***Developing
Assessments for the
Next Generation
Science Standards.***



DEVELOPING ASSESSMENTS FOR THE NEXT GENERATION SCIENCE STANDARDS

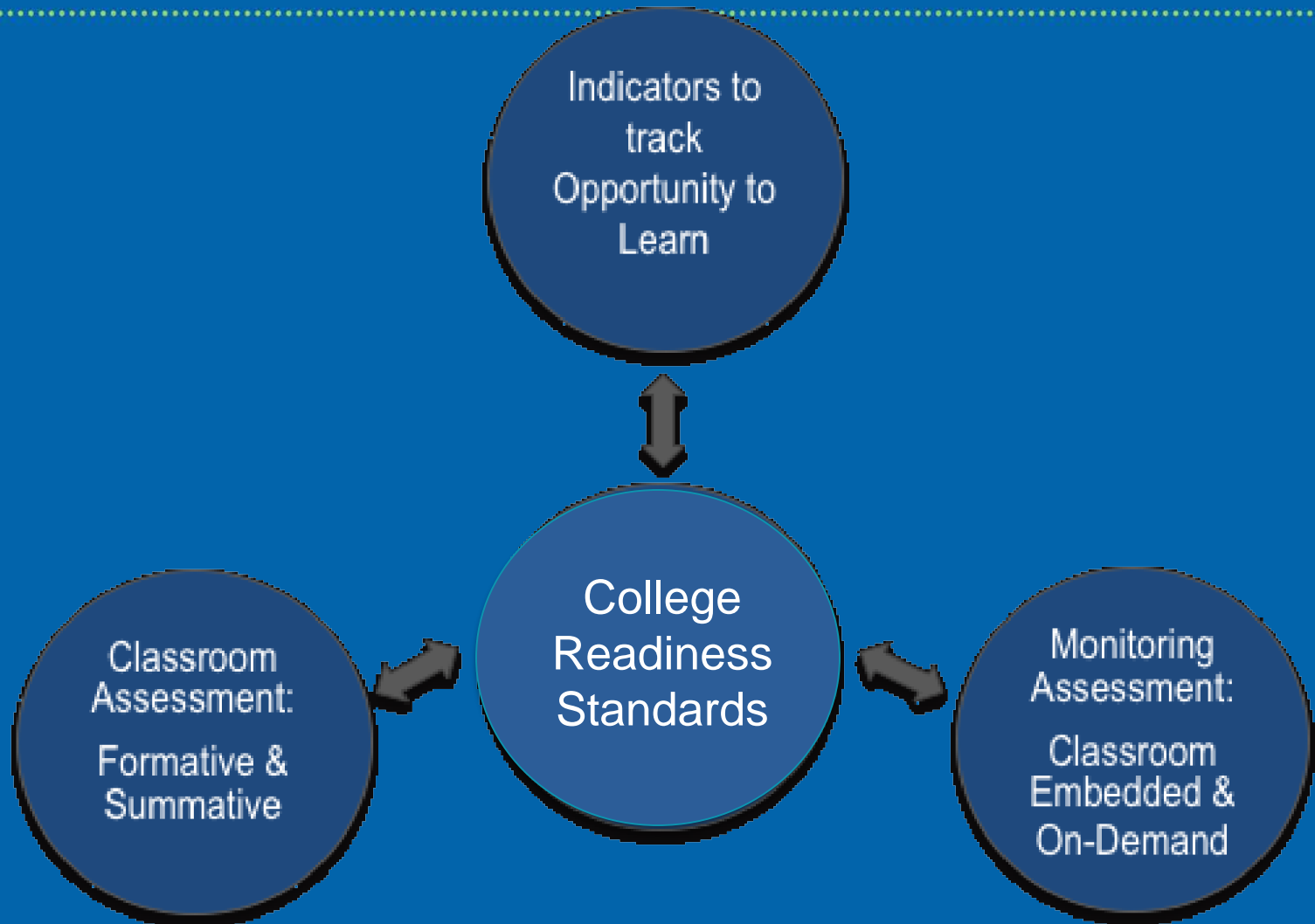
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES



Need a Coherent System of Assessments – 3 Major Components

- A system of assessments should include classroom assessment, monitoring (large-scale) assessments, and indicators of opportunity to learn.
 - Classroom assessment should be an integral part of instruction and should reinforce the type of learning envisioned in standards.
 - Monitoring (large-scale) assessments will need to include an on-demand component and a component based in the classroom (classroom-embedded) in order to fully cover the breadth and depth of the standards.
 - Indicators of opportunity to learn should document that students have the opportunity to learn in the way called for in standards and that schools have appropriate resources.

Assessment System Components



What are the key design elements of such a comprehensive system?

- ❑ The system is designed to track progress over time
 - At the individual student level
 - At the aggregate group level

- ❑ The system uses tasks, tools, and technologies appropriate to the desired inferences about student achievement
 - Doesn't force everything into a fixed testing/task model
 - Uses a range of tasks: performances, portfolios, projects, fixed- and open-response tasks as needed

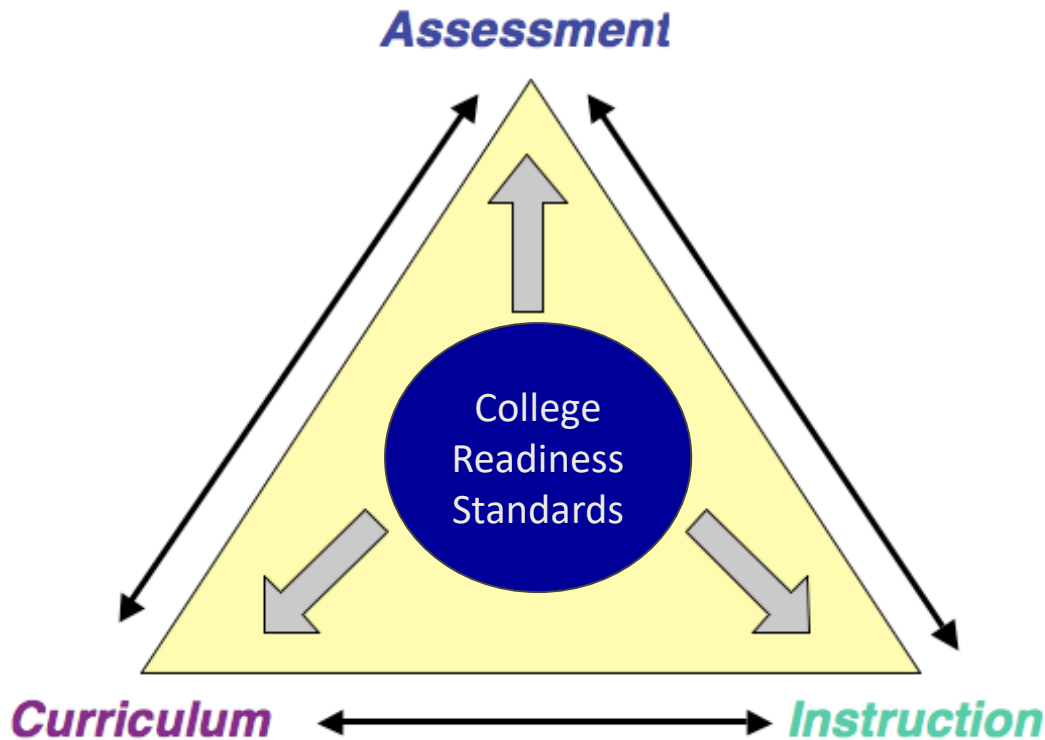
What else is needed for change to occur?

Much of the change in the productive use of assessment requires training in the use of new tools and systems

- A substantial professional development effort is needed across levels of the system
 - Teachers, principals, and district leadership
- Processes for the effective collection and use and interpretation of assessment information need to be implemented
 - Focus of many assessment literacy efforts
- New technologies and data systems may need to be created and accommodated in the system's business practices

What else is needed to make assessment useful in promoting student achievement?

Assessment Should not be the
“Tail that Wags the Educational Dog”



Three Relevant Questions for Michigan

1. What are the conceptions of assessment that most people you know, including policy makers, educators, parents, and the general public, have about educational assessment?
2. To what extent do those conceptions help or hinder the process of designing and implementing high quality assessments as part of normal educational practice?
3. What would it take for a state like Michigan to design and implement a coherent and balanced assessment system tied to college and career readiness standards? What are the opportunities as well as the barriers?



Featured Learning #2: The Role, Purpose, and Power of Assessment for Learning in an Assessment System

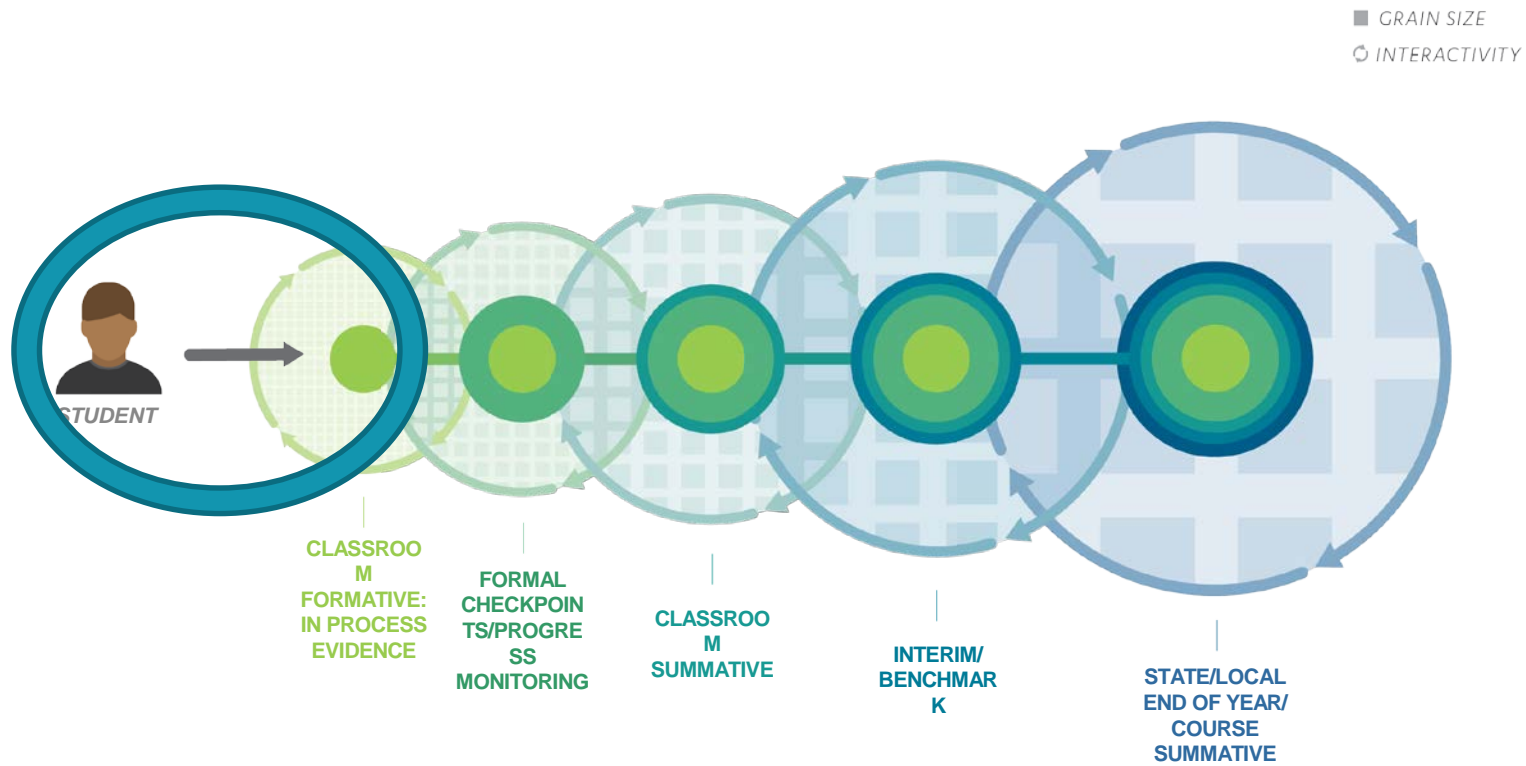
*Margaret Heritage:
Senior Scientist— WestED*



What Is Formative Assessment and Why Should We Care About It?

One Size Does Not Fit All



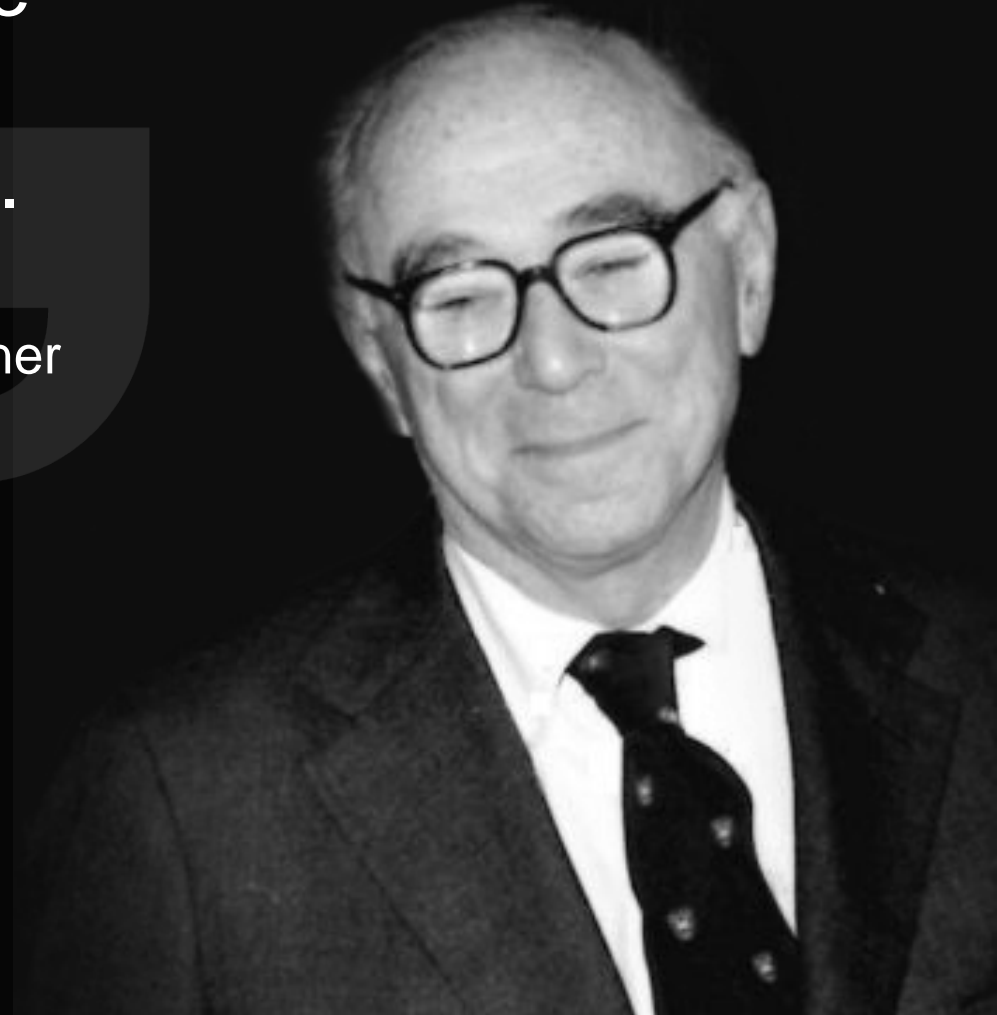


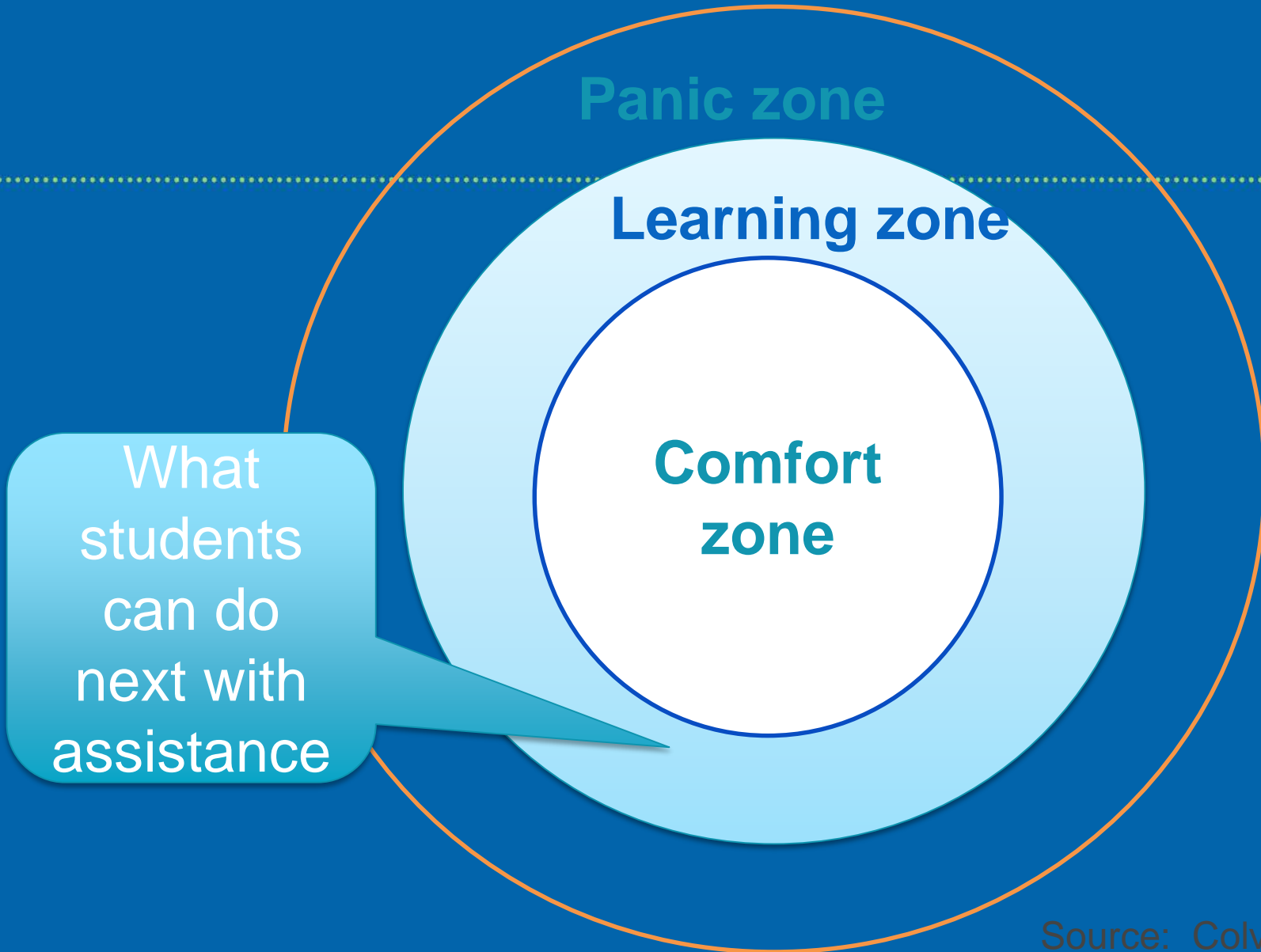
Herman, 2016

- ✓ Assessment where the focus is on *informing* learning, rather than measuring it or summing it up.
-
- ✓ Assessment that focuses on the learning *as it is taking place*
 - ✓ Purpose is to *move learning forward* from its *current status*

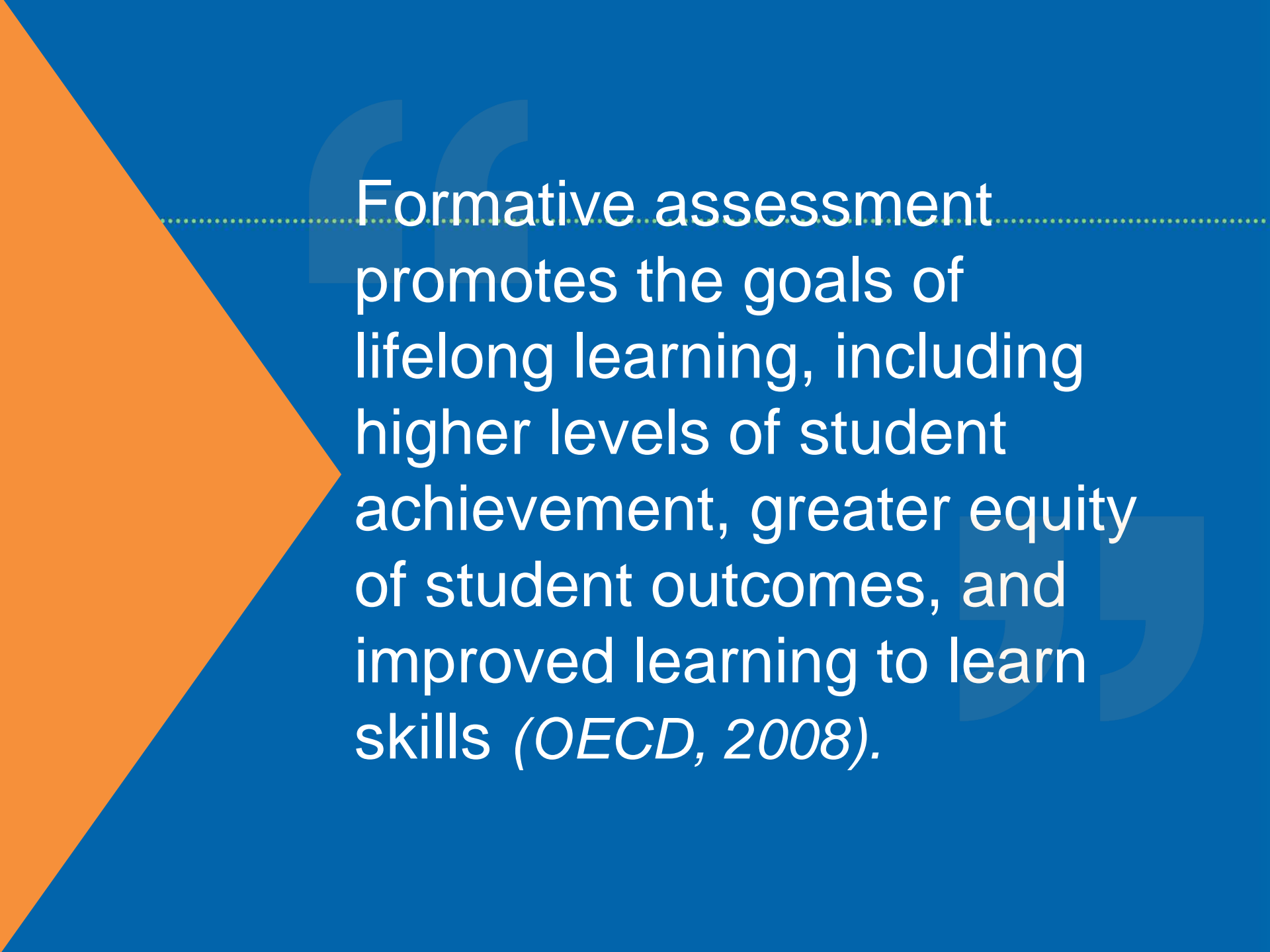
“Good teaching is
forever being on the
cutting edge of a
child’s competence.”

Jerome Bruner





Source: Colvin,
2009



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*).

Supported by Cognitive Research

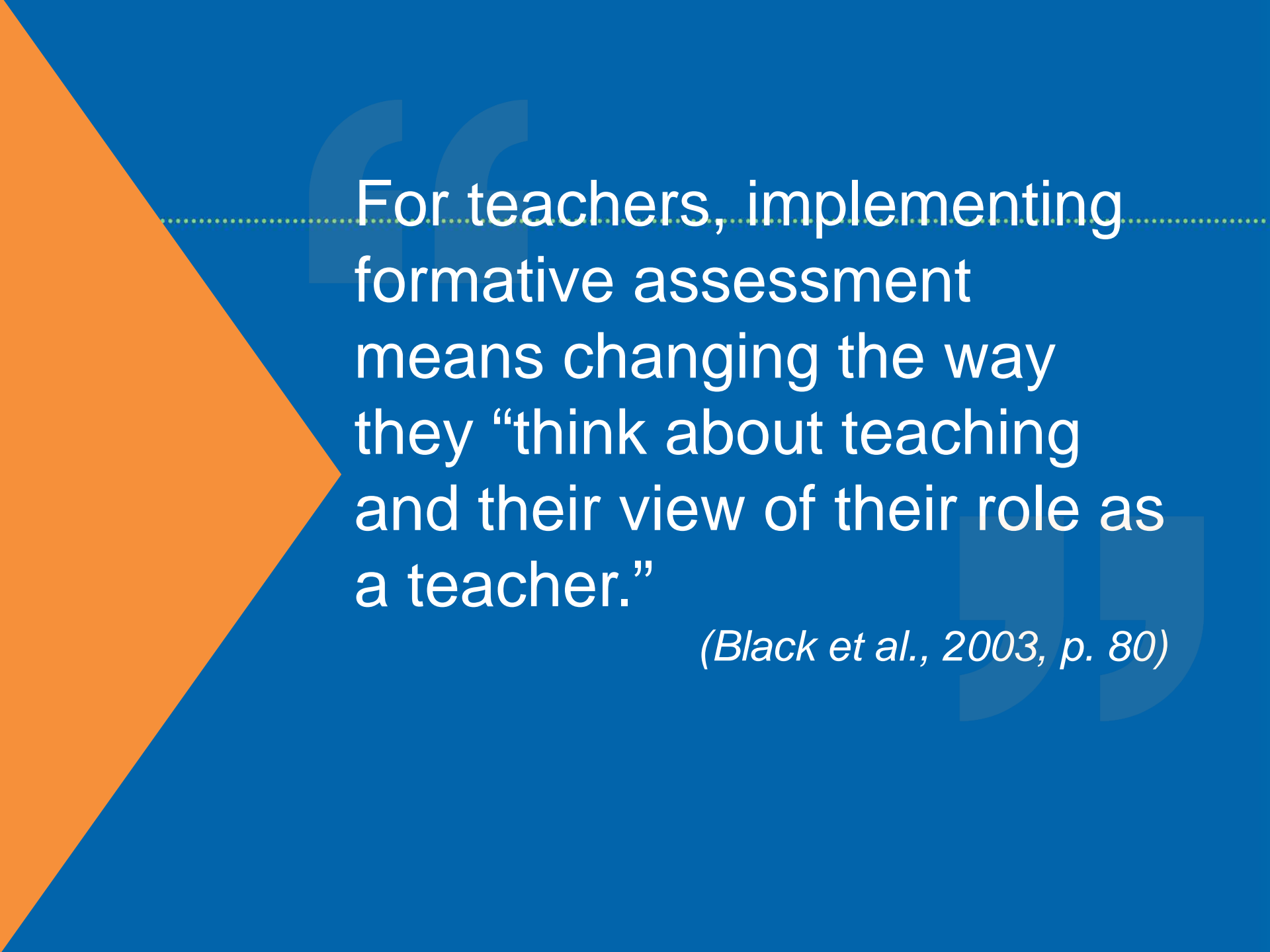


- Start from a learner's existing understanding
- Involve the learner actively in the learning process
- Metacognition
- Emphasize social aspects of learning

(Black, Wilson, Yao, 2011)



Changing Classroom Practice



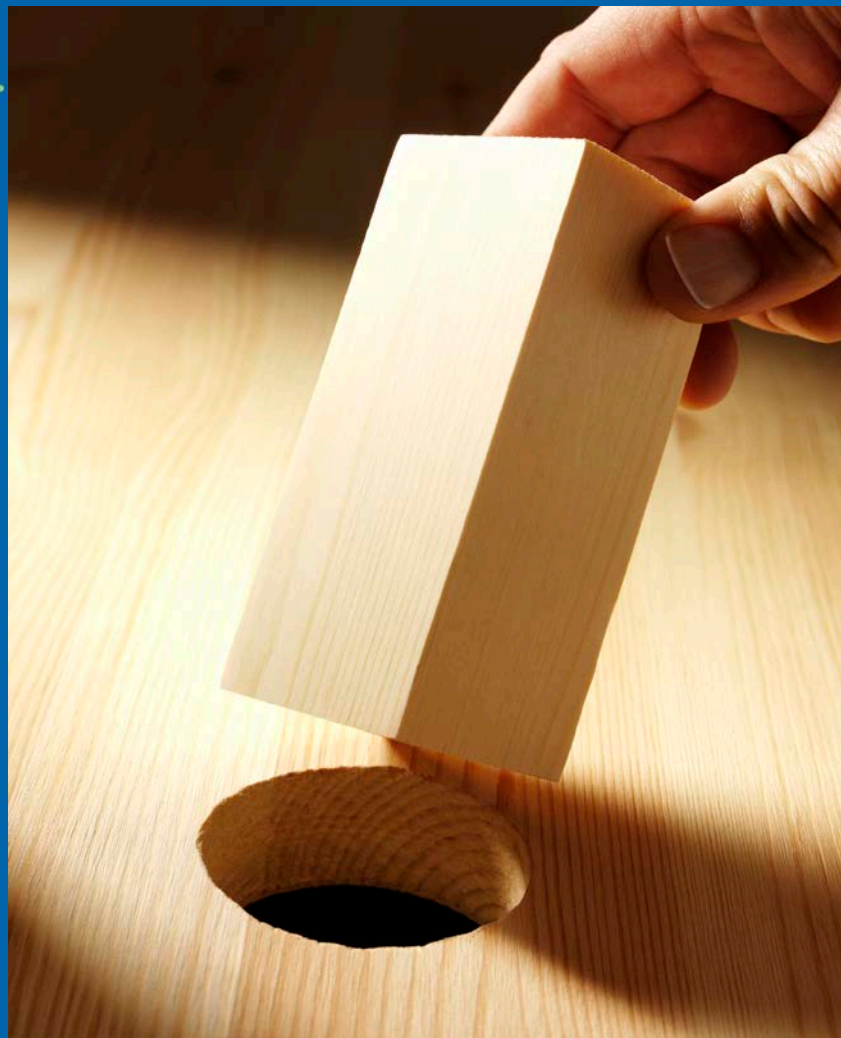
For teachers, implementing formative assessment means changing the way they “think about teaching and their view of their role as a teacher.”

(Black et al., 2003, p. 80)

Letter

Spirit

Marshall & Drummond, 2006





Going beyond tinkering with practice.

Earl & Timperley, 2016





Disciplinary Knowledge

Strong, flexible disciplinary knowledge;

The ability to prioritize content to focus on key learning targets;

An understanding of which formative assessment strategies are most effective for the subject learning at hand;

Knowledge of how student learning of that content develops.

Cowie, 2016

Three Relevant Questions for Michigan

1. What are the conceptions do most people you know, including policy makers, educators, parents, and the general public, have about formative assessment?
2. To what extent do those conceptions help or hinder the process of implementing formative assessment in MI classrooms?
3. To what degree do MI teachers implement the “spirit” of formative assessment as opposed to the “letter”?



Thank You!

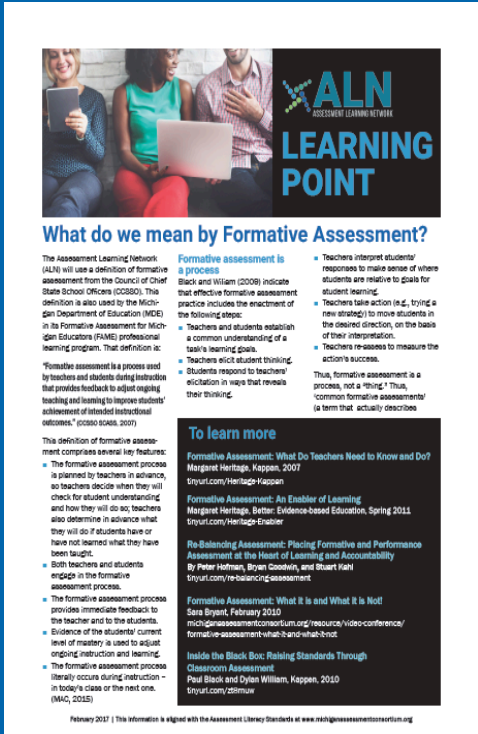




Featured Learning #3: Helping Michigan Become *the* State of Assessment Literacy

Susan Brookhart:

*Educational Researcher, Author,
and Consultant*



- ALN Member's Website with Network Contacts + high quality resources
<http://aln.michiganassessmentconsortium.org>
- *Learning Points* – 2 page 1 topic publications
- *Learning Moments* – 2-3 minute videos



Tangible Outcomes

2016-17 ALN - Actions

- MAC & MDE committed to continuing to convene the ALN – anticipate adding a few education org members.
- Some ALN member organizations presented to their membership (MSIFN, MDE, MAISA, Early Literacy Task Force)
- One co-sponsored assessment PL series 2017-18 custom-designed for principals
- Assessment consultation requests (MVU, MEMSPA, Early Literacy Taskforce, Early Mathematics Task Force)



The Assessment Learning Network Going Forward...

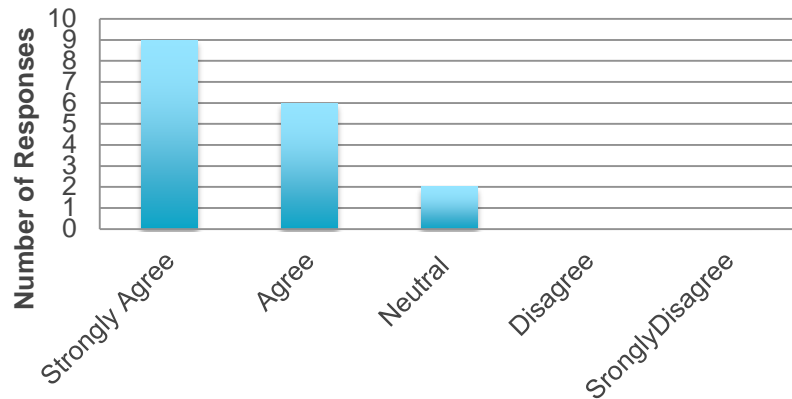


**A Survey was sent out all
ALN Members.**

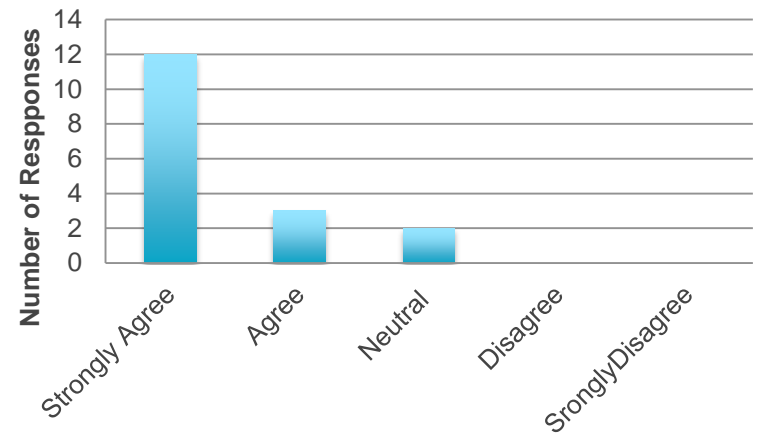
*Here are some preliminary
results...*

So, How'd We Do?

I learned a lot about student assessment from the speakers at the ALN Meetings

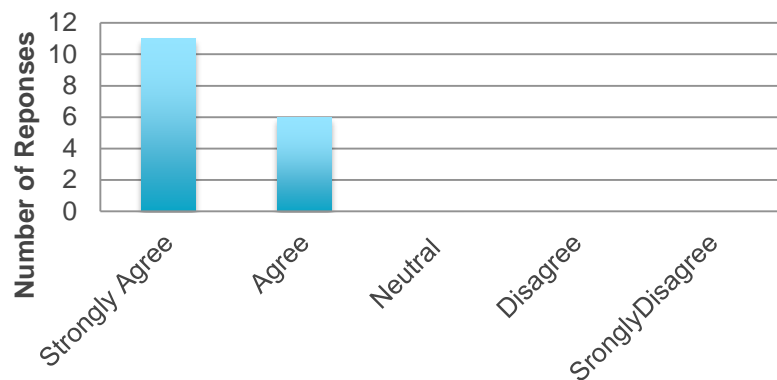


I feel that the ALN meetings were a good use of my time.

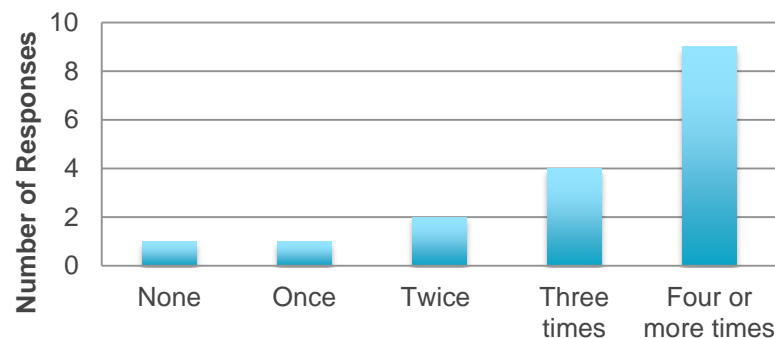


So, How'd We Do?

I want to continue to be a member of the ALN and attend ALN meetings in the 2017-18 School Year

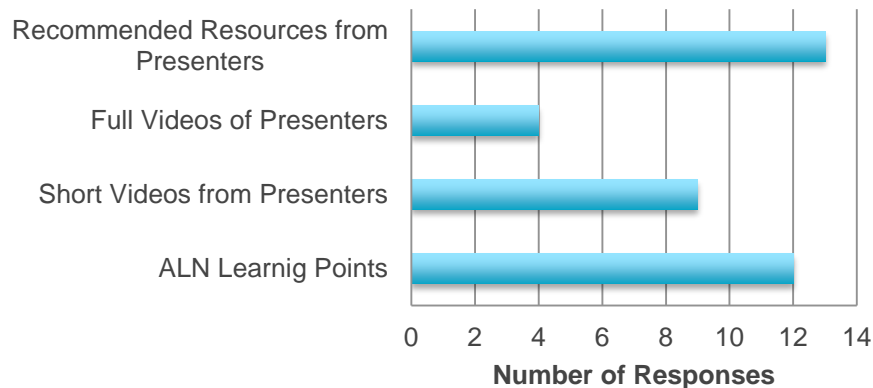


Since the first ALN meeting, how many times have you communicated to members of your organization about the ALN's activities?

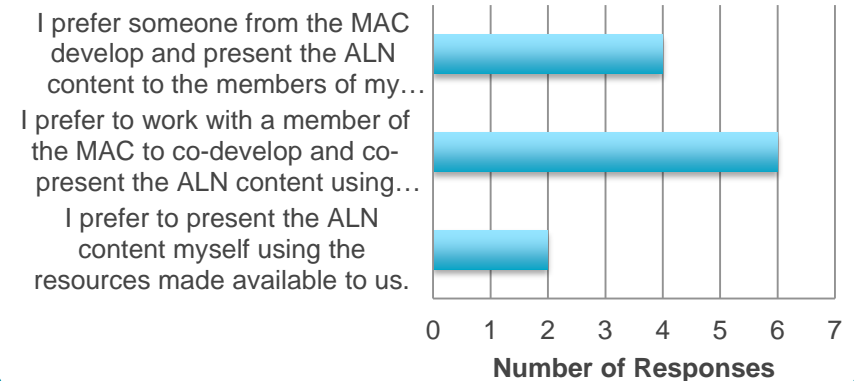


So, How'd We Do?

Which of the following resources have you used/reviewed since the first meeting?



What would be your preferred way to have ALN content presented at your conference?



Plans for the ALN in 2017-18

- Four meetings focused on specific topics:
 - State Summative Assessment and Accountability
 - Interim Benchmark Assessments
 - Summative Classroom Assessment and Grading
 - Classroom Formative Assessment
- Meetings will continue to provide time for networking among the members as well as featured learning
- Conversations around opening up the presentations to additional people are being had



Reactions and Commentary

*Ellen Vorenkamp:
Board Member – Michigan
Assessment Consortium*



Questions and Comments