



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

- 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?



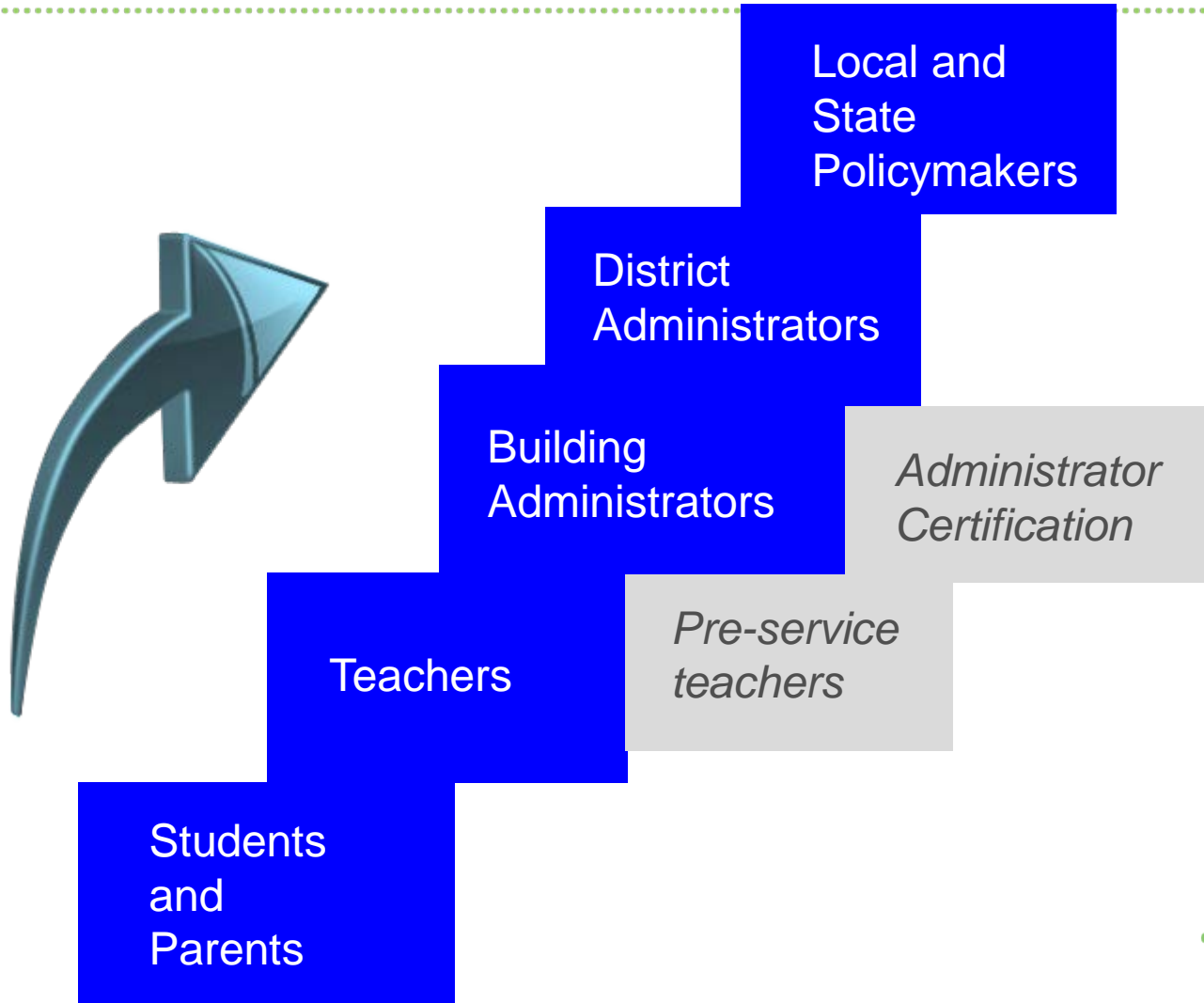
Think-Pair-Share

*Positive attributes of
assessments that support student
learning.*

Why a shared understanding matters



Assessment Literacy Standards



MAC's assessment worldview

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...

- 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

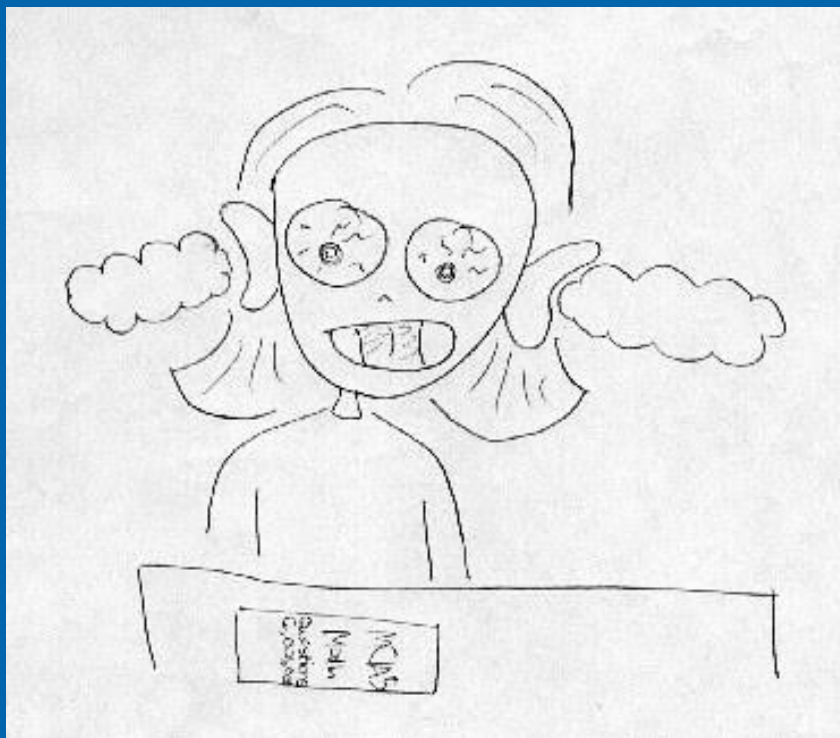
A student's viewpoint...cont'd



“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

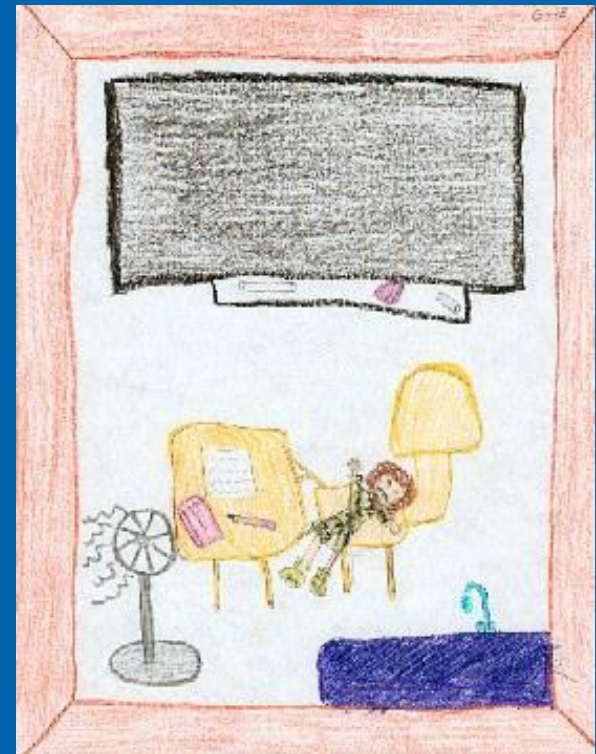
A student's viewpoint...cont'd



“This is so boring.”

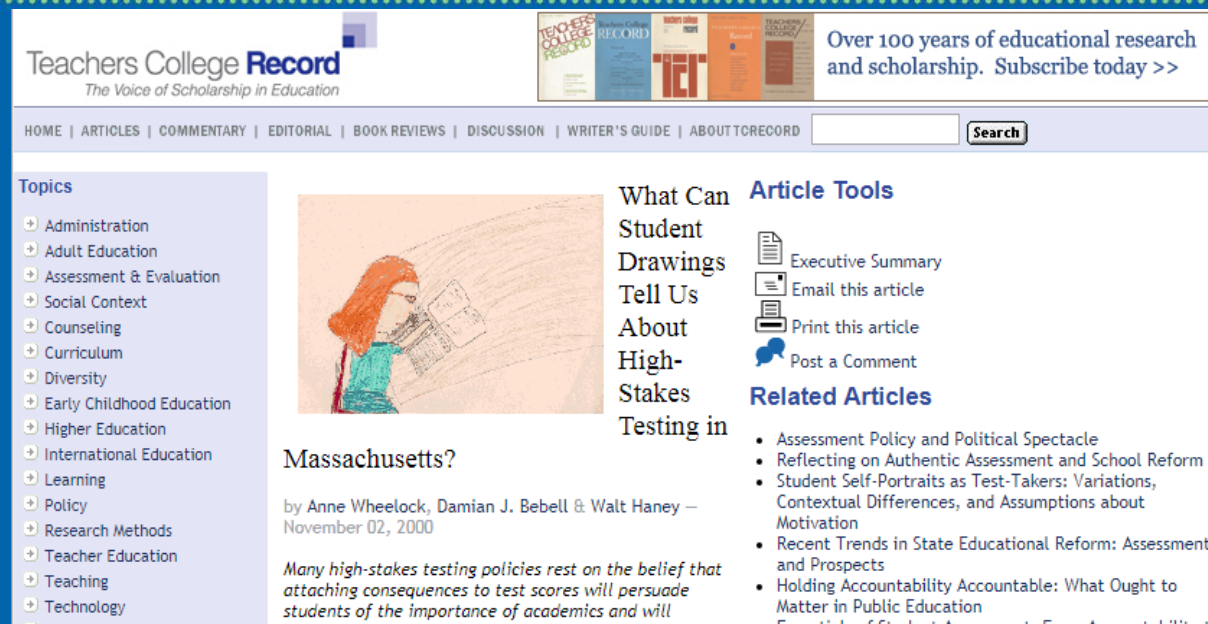
Some students depicted boredom

A student's viewpoint...



4% depicted relief that the test was over

A student's viewpoint...



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

The main content area features an article titled "What Can Student Drawings Tell Us About High-Stakes Testing in Massachusetts?". The article is by Anne Wheelock, Damian J. Bebell & Walt Haney, dated November 02, 2000. The article text begins with: "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 left side, there's a "Topics" sidebar with a list of categories: 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. Each category has a small icon next to it.

On the right side, there's an "Article Tools" section with icons and links for: Executive Summary, Email this article, Print this article, and Post a Comment. Below that is a "Related Articles" section with a list of links: 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, and 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?



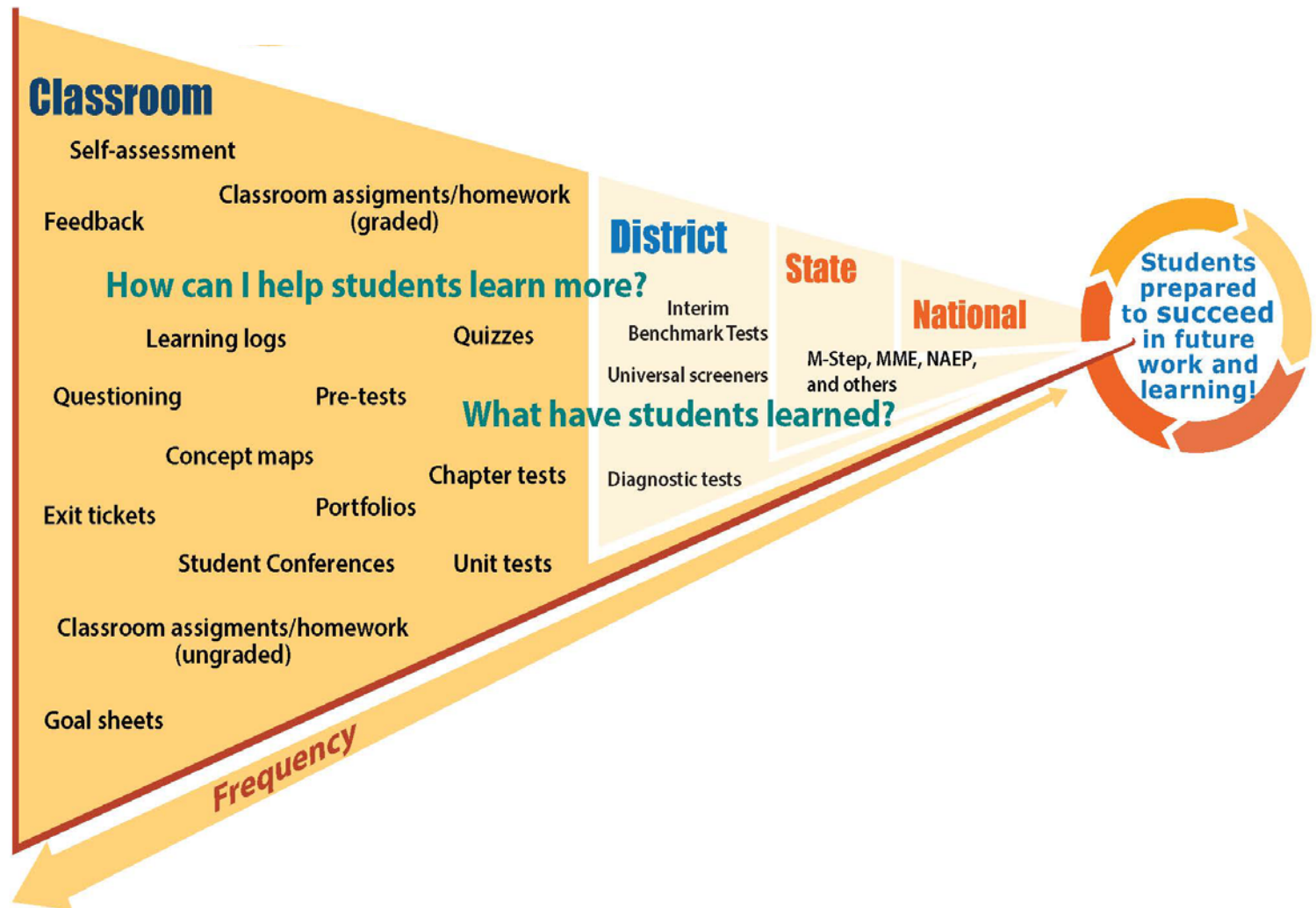
James Pellegrino, Ph.D. - December 16, 2016

Stop & reflect

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

- **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

- **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


- **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

- **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

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

And of course, our favorite....

Strategy 7.1:d: Support and implement assessment literacy

Michigan Roadmap: Transforming Education Through Technology

(March 2017)

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

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 21st century skills



21st Century Assessment
System



Constructing/
Responding



Creating/
Problem-
Solving



Demonstrating/
Performing



Analyzing/
Applying

One size does not fit all

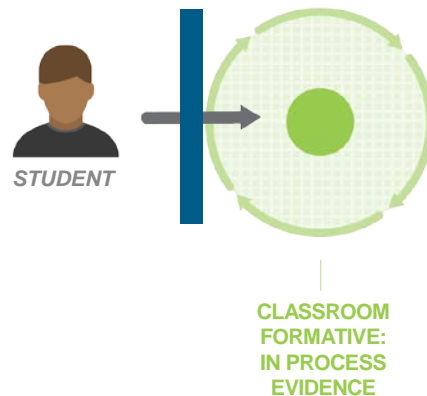
Formative assessment promotes the goals of **lifelong learning**, including higher levels of student achievement, greater equity of student outcomes, and improved learning to learn skills (OECD, 2008).



Role of formative assessment in a balanced system

■ GRAIN SIZE
○ INTERACTIVITY

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permission
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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*

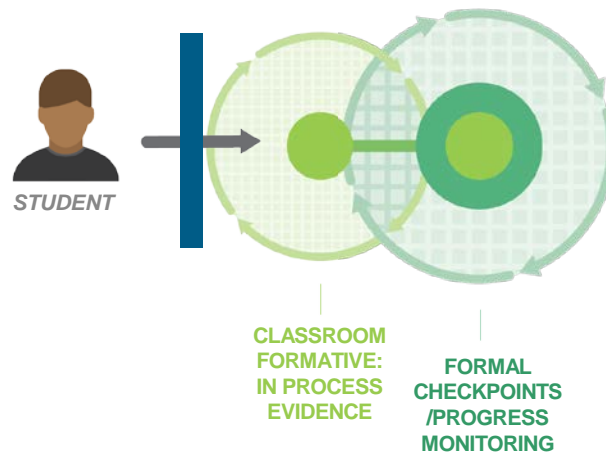
Students are *actively involved* in the process

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

■ GRAIN SIZE

○ INTERACTIVITY

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

Measure impact

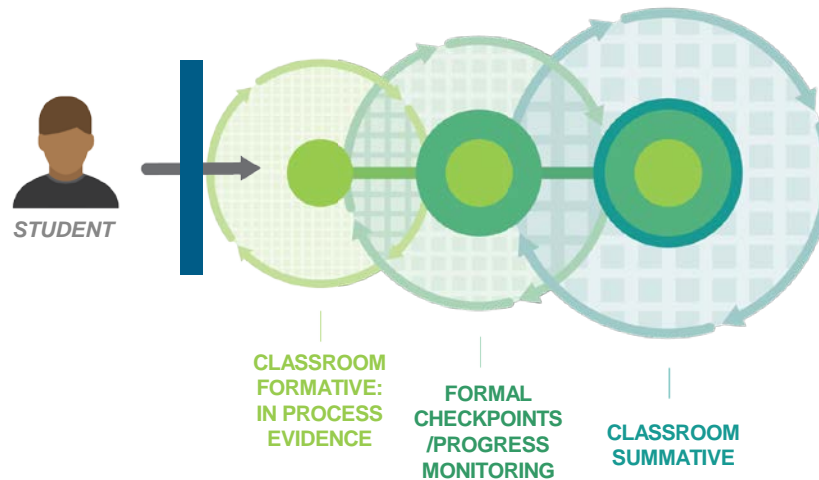
Implement, continue, revise or conclude intervention

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

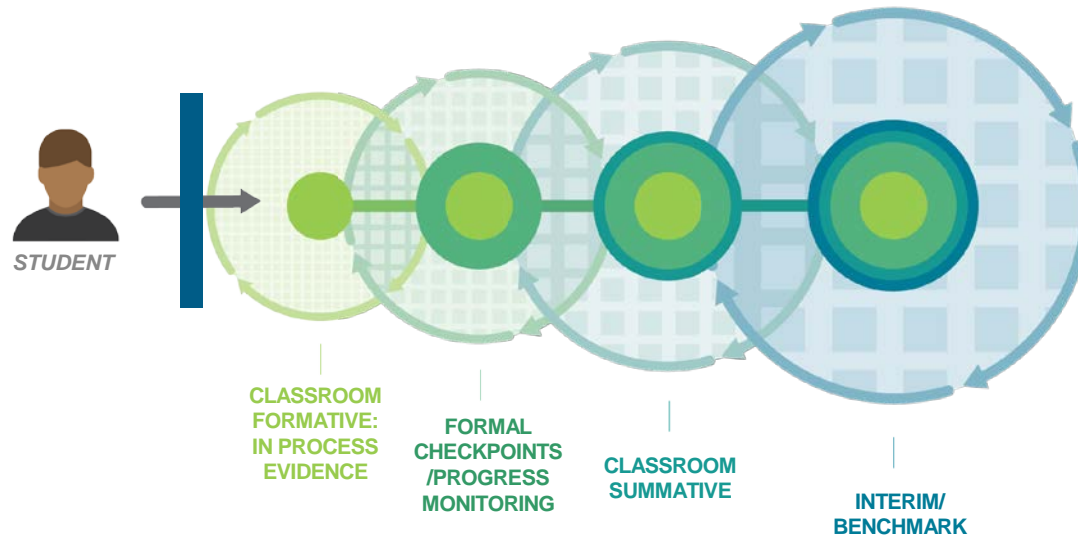
Reporting, reflect on next steps, effectiveness of teaching

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

■ GRAIN SIZE

○ INTERACTIVITY

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Monitor student achievement of medium-term goals

Identify students for supplemental intervention

Measure impact

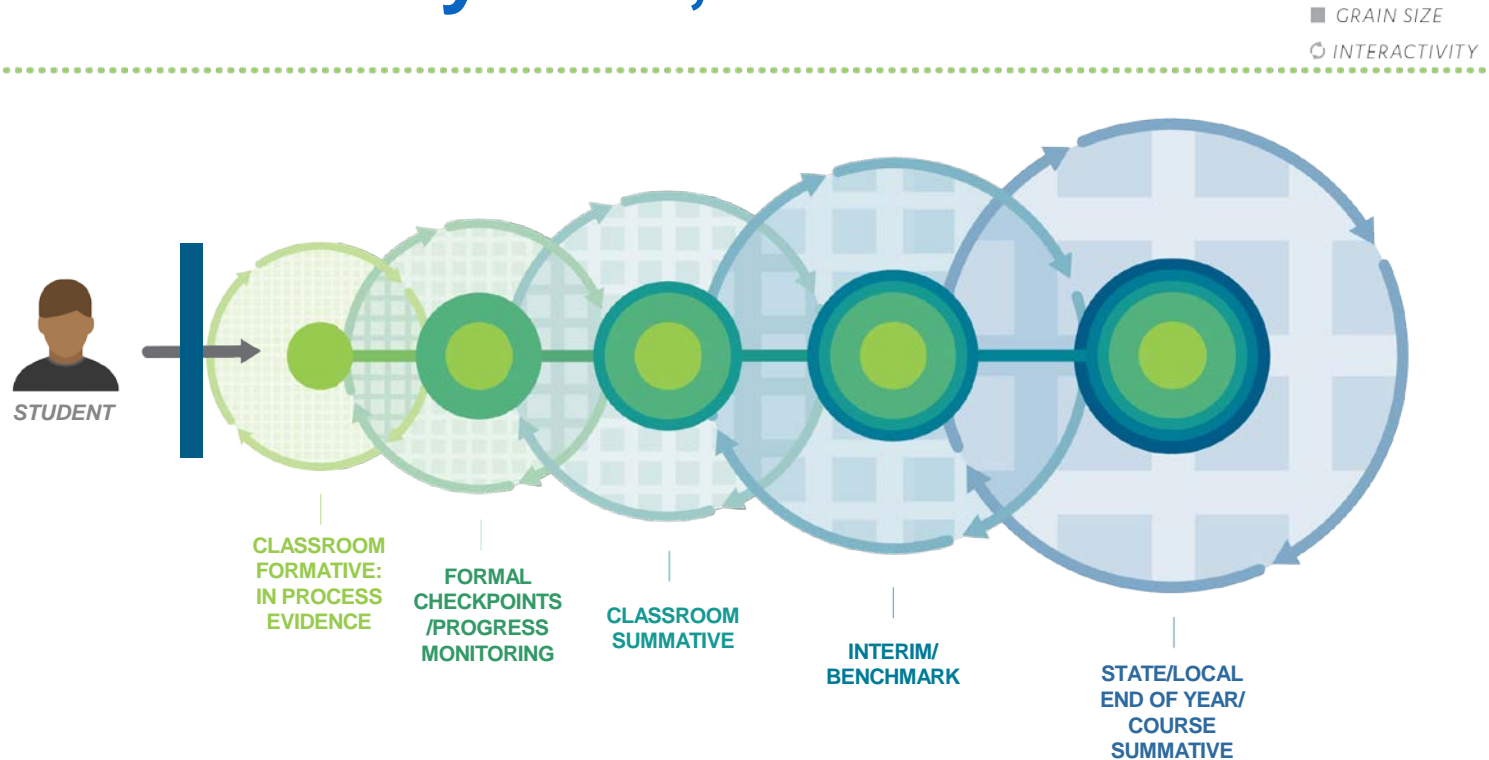
Continue or readjust improvement strategies

Predict end-of-year proficiency

Trends/patterns in student performance

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

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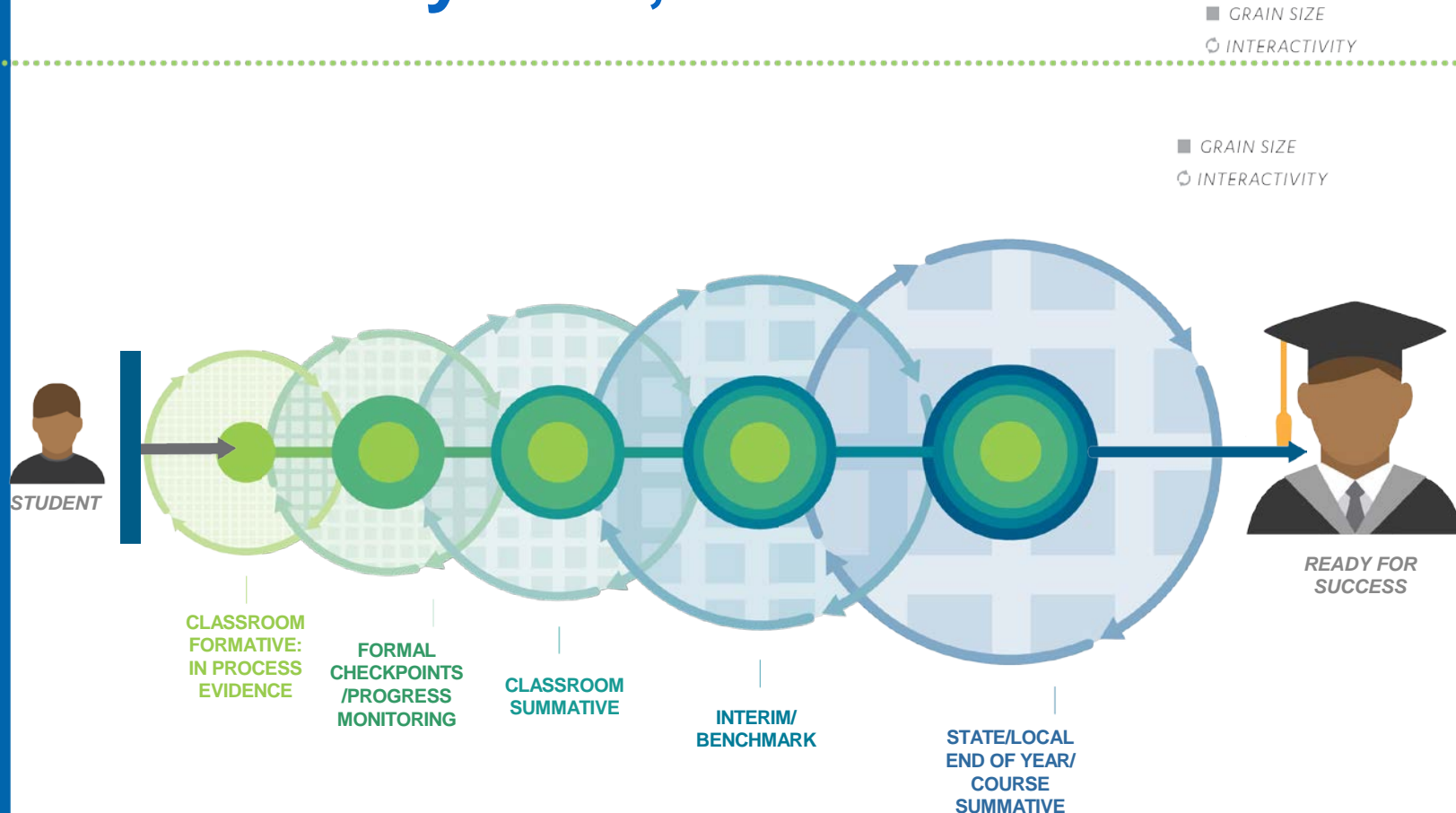
Student **achievement relative to standards**

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!



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

<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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