



Building a Better Assessment Future

VIRTUAL CONFERENCE • JUNE 2021

PLANNED SCHEDULE

Monday

June 28, 2021

8:45 am

Welcome to the Conference and Introductions

Kathy Dewsbury-White

9:00 - 9:25 am

TEAM TIME AND SINGLES PLANNING

Teams and individuals will use a planning tool provided to organize their conference participation; teams will carry this forward into team planning.

9:25 – 9:30 am

BREAK

9:30 – 10:45 am

KN1: Sociocultural Theory: Understanding Learning During and After the Pandemic

Jim Pellegrino

This session draws from seminal work on a sociocultural understanding of knowing and learning to frame a discussion of why the pandemic has been so disruptive, cognitively and socio-emotionally; why we need students and teachers back together in school; and what instruction and assessment should look like in the “new normal,” whatever that might be. The fundamental idea is that all learning is a sociocultural activity that is mediated by the people we are with; the cultural tools and artifacts we collectively use to do our “work”; and the nature of that intellectual work, including the practices we engage in while doing it. Assessment should not strip away key contextual elements of what it means to know and how to best show what we know. A sociocultural framing of knowing and learning has significant implications for developing a fair, equitable, student-focused, and balanced system of assessment.

10:45 – 10:50 am

BREAK

10:50 am – 12:05 pm **KN2: Formative Assessment in a Better Assessment Future**

Margaret Heritage

What could be the role of formative assessment in an inverted assessment system? Renowned formative assessment expert Margaret Heritage will address this question by considering how an inverted system would privilege formative assessment instead of the current situation whereby large-scale assessments dominate the education landscape. Central to this consideration will be the benefits of an inverted system to teaching and learning, and the mediating factors for learning, self-efficacy, motivation, and self-regulation.

12:05 – 12:45 pm **LUNCH BREAK**

12:45 – 2:00 pm **KN3: Assessment Literacy in a Better Assessment Future**

Susan Brookhart

How would a better assessment future differ from the current assessment landscape? What would assessment literacy look like in that future? Sue Brookhart offers her perspective on those questions, based on her recent study of research in the area of assessment to inform teaching and learning and her recent professional development work with teachers during the pandemic. She will focus on identifying what will change—and is changing—in assessment, what can be expected to stay the same, and how that affects assessment literacy needs for teachers, school leaders, and students. After presenting her vision of the future of assessment and assessment literacy, she will engage participants in dialogue about their own views.

2:00 – 2:10 pm **BREAK**

2:10 – 3:25 pm **KN4: Grading in a Better Assessment Future**

Ken O'Connor

To paraphrase Sue Brookhart: “In a perfect world there would be no grades; but in a realistic better assessment future, every grade each student receives would be accurate, consistent, and meaningful and come from an assessment process that is supportive of learning.” For too long, advocates for better grading practices have said “please consider doing this.” The pandemic has made it clear that it is time to stop just asking and demand grading reforms that will ensure a better assessment future, and insist they be implemented with considerable haste.

3:30 – 4:00 pm **TEAM TIME AND SINGLES REFLECTION**

9:00 – 9:10 am **Welcome to Day 2**
Kim Young

9:10 – 10:00 am **Setting the Stage: Student Voice – Are we listening?**
Kim Young

Assessment is something to be done *with* students, not *to* them. Are the adults in the room listening to the impact our assessments have on their learning and motivation? This session will bring student voice into the conference and our team discussions with the intent to lift up the most important users of assessment evidence.

10:00 – 10:10 am **BREAK**

10:10 – 11:10 am **KN5: How to Develop Truly Balanced Assessment Systems**
Rick Stiggins

Assessment is the process of gathering evidence of student learning to inform educational decisions. Effective schools rely on a wide variety of educational decision-makers making an array of decisions that directly impact student learning success. Because of our new school mission of preparing *all* students for post-secondary success in college and work, local assessment systems must serve all decision-makers well by providing dependable evidence in a timely and understandable manner. This means students, teachers, school leaders and policymakers must use classroom, interim benchmark, and annual assessment results in formative and summative decision contexts to promote student academic well-being. Learn how to balance decision maker, decision to be made, and assessment results needed across contexts in ways that maximize student confidence, motivation, and learning success.

11:10 – 11:20 am **BREAK**

11:20 am – 12:20 pm **Keynote Options**

KN6: Assessment Literacy for Administrators
Jan Chappuis, with Sue Brookhart

The school leader's role with regard to assessment is different from that of the teacher. Both must be assessment literate, yet the leader's responsibilities call for an expanded vision of what that entails. This presentation, based on the book *Ten Assessment Literacy Goals for School Leaders*, invites participants to open their minds to the kinds of assessment learning that will help with the assessment challenges school leaders face.

KN7: Bring Students into Classroom Assessment as Full Partners

Rick Stiggins

It has been our tradition to define assessment as something teachers do *to* students; that is, the adults are the assessors and students are the assesseees. Adults make the key decisions on behalf of students. As it turns out, students continuously assess and evaluate their own assessment results and make critically important instructional decisions that impact their learning success. This session will explore the emotional dynamics of this reality and describe how and why teachers can take advantage of it to the great benefit of their learners. The key is to use student-involved classroom assessment to keep students informed about where they're headed in their learning, where they are now, and how to close the gap between the two.

12:20 – 1:00 pm

LUNCH WITH RICK STIGGINS, JAN CHAPPUIS, AND SUSAN BROOKHART

1:00 – 2:00 pm

BREAKOUT STRAND A

A1: FAME 101: Leveraging the Power of the Formative Assessment Process

Tara Kintz, John Lane

In the current changing educational landscape, use of the formative assessment process is essential to assure equitable, high-level student achievement, especially for low-achieving students. In this session, we will discuss lessons learned from the statewide Formative Assessment for Michigan Educators (FAME) program, including resources provided to enhance remote instruction. Participants will learn about the success factors that have contributed to the unique, 13-year-old program, including the leadership model to scale up the statewide initiative, collaborative professional learning teams, and research and development efforts. Finally, presenters will highlight the benefits of the program as well as next steps in the focus on student involvement.

A2: Formative Feedback that Moves Students Forward

Kristy Walters

In this session we will take a look at the role success criteria plays in teacher-to-student feedback, peer feedback, and student self-assessment. If you or the teachers you serve find feedback to be overwhelming or a waste of time, this session may breathe new life into old habits.

A3: Artfully Engaged: How SEL is Employed in the Arts (and what other disciplines can learn from arts instructors)

Heather Vaughan-Southard

The arts offer unique perspectives on how students connect to themselves, to others, and to the world around them. Studies show that students engaged in arts education have greater academic achievement and lower behavioral challenges. In this session, we explore how the arts embody social-emotional learning and how these methods can translate to other content areas.

A4: Garbage In. Garbage Out.

Ellen Vorenkamp

Poor assessment results in poor evidence of learning. This session will engage participants in assessment practices that assist in the development and implementation of quality classroom assessments that will produce dependable evidence for student decision making.

A5: You Have Assessment Results – Now What? Effectively reporting assessment results

Ed Roeber

This session will cover tips and ideas for how to report assessment results effectively to various audiences—to students, parents/ guardians, administrators, policymakers, and the public. Effective reporting starts with effective use of assessment results, which will also be addressed in this session.

A6: A Powerful Pair: Classroom Culture and the Formative Assessment Process

LeeAnn Moore, Mary Helen Diegel

This session will explore the intersection of classroom culture and formative assessment practices. Through building relationships in the classroom, students become engaged, self-directed learners. Formative assessment practices enable students to take ownership of their learning and support the classroom of learners. This team of seasoned educators will engage participants in effective strategies that have been used in learning communities to increase outcomes for students.

2:00 – 2:15 pm

BREAK

B1: Do Your District Assessments Create Coherence or Chaos?**Ellen Vorenkamp**

District assessment are oftentimes the link between the classroom and state level summative assessments. Ensuring they align and provide usable evidence is paramount to ensuring a balanced assessment system. This session will explore the development and use of district assessments to create a coherent assessment system.

B2: Helping Educators to Learn About and Use High-Quality Assessment Practices**Terri Portice**

It is critical for educators to understand and use high-quality assessment practices, but this capacity varies from teacher to teacher, building to building, and across a district. Having a common understanding and focus, and modeling collaborative expectation, can create synergy that builds teacher efficacy, encourages team collaboration, and supports educators in advancing their own skills and student learning. When quality assessment practices happen as a natural part of the classroom routines, students take more ownership in their learning; they see feedback as something that supports them, and they begin to experience assessment as an active learning engagement rather than as something done *to* them. Participants will walk away with ideas and resources for engaging administrators and staff in this important work.

B3: Oil & Water: How Traditional Assessment Practices & Equitable Education Don't Mix**Steven Snead**

In this session we'll critically examine common classroom and school level assessment practices that, despite good intentions, reproduce inequities in education and stand in the way of student achievement. A framework of critical equity in assessment questions will be shared with participants to take back to their schools for continued team dialogue and process improvement.

B4: Examining and Improving the Quality of Your Assessments**Jim Gullen**

In this session, we will look at how schools and districts can use tools such as test blueprints, content and/or bias review committees, rubrics, and collaborative scoring to examine their assessments for quality and potentially address problem areas.

B5: Working Toward a Balanced Assessment System: Conducting an Assessment Audit

Jonathan Flukes, Ellen Vorenkamp, Joe Orban

This session will highlight an important step in moving a district assessment system into balance: conducting an assessment audit. Using work developed by the Center for Assessment and the Michigan Assessment Consortium, we will highlight the key features of a process to audit an assessment system with specific tools, artifacts, and resources, and share one district's experience.

B6: Using Collaborative Scoring to Affordably Implement Performance Assessment at the State, District, and School Levels

Ed Roeber, Heather Vaughan-Southard, Zach Henrich

This session will demonstrate how an easy-to-use software platform (MI-CSS powered by OSCAR Classroom) can permit schools to implement and collaboratively score performance assessments (written student work or audio or video files of student performances) at low cost. Thus, the benefits of collaborative scoring can be had by schools and districts at relatively low cost and effort.

3:15 – 4:00 pm

TEAM TIME AND SINGLES REFLECTION

OFFICE HOURS (by Appointment)

Rick Stiggins, Jan Chappuis, Ken O'Connor

9:00 – 9:10 am

Welcome to Day 3
Ed Roeber

9:10 – 10:00 am

BREAKOUT STRAND C**C1: How Performance Assessment Supports 21st Century Learning and Assessment****Phoebe Gohs, Steve Nemeckay**

This session will describe the Performance Assessment Cadre project that aims to develop educator expertise and capacity as well as create a library of performance assessments in English language arts and Mathematics for voluntary use by Michigan educators. School districts living into competency-based education frameworks initiated this work with the support of the Michigan Department of Education (MDE) and the National Center for Assessment. The project continues in 2021-22 with support from the Michigan Assessment Consortium and continuing leadership from MDE.

C2: Policy Implications of Reform in Educational Assessment**Scott Marion, Andy Middlestead, Juan D’Brot**

Andy Middlestead, Director of the Office of Educational Assessment and Accountability for Michigan Department of Education, discusses with Scott Marion, Director of The Center for Assessment, their observations about what has happened in the past year in the world of Assessment and Accountability. What have we as assessment and accountability practitioners learned and how might we use what we’ve learned to improve the assessment world moving forward.

C3: Statewide Assessment: What Is It and What Is It Useful (and Useless) For?**Ed Roeber**

Statewide assessment has been around for so long that many educators don’t know why such assessments were mandated and how they were intended to be used. Some uses are suitable; other proposed uses are not. Some are useful, and others are useless, or even harmful. Find out what state assessment has accomplished, what it can do, and what it should *not* be used for.

C4: Assessing SEL Can Ensure More Equitable Outcomes for Children**Pat Reeves**

Patricia Reeves, Co-Director of High Impact Leadership (HIL) Project and Professor Emeritus at Western Michigan University, explores the importance of understanding the role and purpose of social and

emotional learning (SEL) as part of an education experience that seeks to develop the WHOLE child. This session highlights our emerging knowledge about measures available to assess SEL, cautions about how we use these measures, and the continuing importance of triangulating various sources of information we have about children in order to support their progress, development, achievement, and wellbeing.

C5: A Look Into the Smarter FAME Project

Kathy Humphrey, John Lane, Terri Portice, Ellen Vorenkamp

This session will provide participants with information about the Smarter FAME professional learning project that is geared toward helping teachers become more assessment literate as they create a more balanced approach to assessment within their classrooms. This session will review the project outcomes, available resources, and participation requirements. It will provide a first glimpse of information collected from the project, including educator participation in professional learning and its effects, and use of interim assessment data, Tools for Teachers, and formative assessment.

C6: Assessment Systems Support Early Literacy Development

Melissa Usiak, Amy Colton

To improve literacy instruction for our youngest learners, we must give deliberate and informed attention to the role assessment plays in supporting literacy development. An assessment system is much more than arbitrary collections of assessments. This session will describe lessons learned from a 15-month project culminating in a guide to developing, implementing and supporting district assessment systems that support early literacy learning. This Early Literacy Assessment Systems (ELAS) guide is organized in implementation phases and ready to be tried out!

C7: Ready to Build Assessment Literacy in 2021? MAC Can Help.

Jim Gullen, Lisa Lockman

This session will familiarize participants with the professional learning opportunities and resources available from the Michigan Assessment Consortium to build assessment literacy among Michigan educators during the 2021-22 school year. MAC Board members and facilitators will introduce learning opportunities such as the Assessment Learning Institute (ALI), MAC Reads book study, and self-paced Assessment Learning Modules. They will also describe MAC's professional learning communities: Assessment Learning Network (ALN), Michigan Assessment Literacy Facilitators Association (MALFA), Assessment Learning Institute (ALI), and Formative Assessment for Michigan Educators (FAME).

10:00 – 10:10 am

BREAK

10:10 – 11:10 am

KN8: High-Quality, Equitable Assessment Design and Practices
Jan Chappuis

Assessment quality is often thought of as item quality. While that is one very important component, it does not represent the domain of what teachers must know to ensure their assessments produce accurate, useful information. When we think of equity in assessment, we often think of fairness of the instrument and conditions under which it is administered; yet, assessment *practices* also influence equity in opportunity to learn. In this presentation we will examine what teachers need to know and be able to do to ensure both accuracy and effective use of assessment information, whether assessments are locally created or not.

11:10 – 11:20 am

BREAK

11:20 am – 12:20 pm

Moderated Summary Session:
Lessons Learned About Assessment Practice in 2020—What do we need to carry forward?

Moderator: Steven Snead

Featured district leaders: John Fattal & Kristy Walters, Corunna Public Schools

Panelists: Ellen Vorenkamp; Andy Middlestead; Rick Stiggins

12:20 – 2:00 pm

TEAM TIME AND SINGLES REFLECTIONS

OFFICE HOURS (by Appointment)

Rick Stiggins, Jan Chappuis, Ken O'Connor, Kim Young (FAME), Kathy Dewsbury-White (MAC)