The Assessment Learning Network
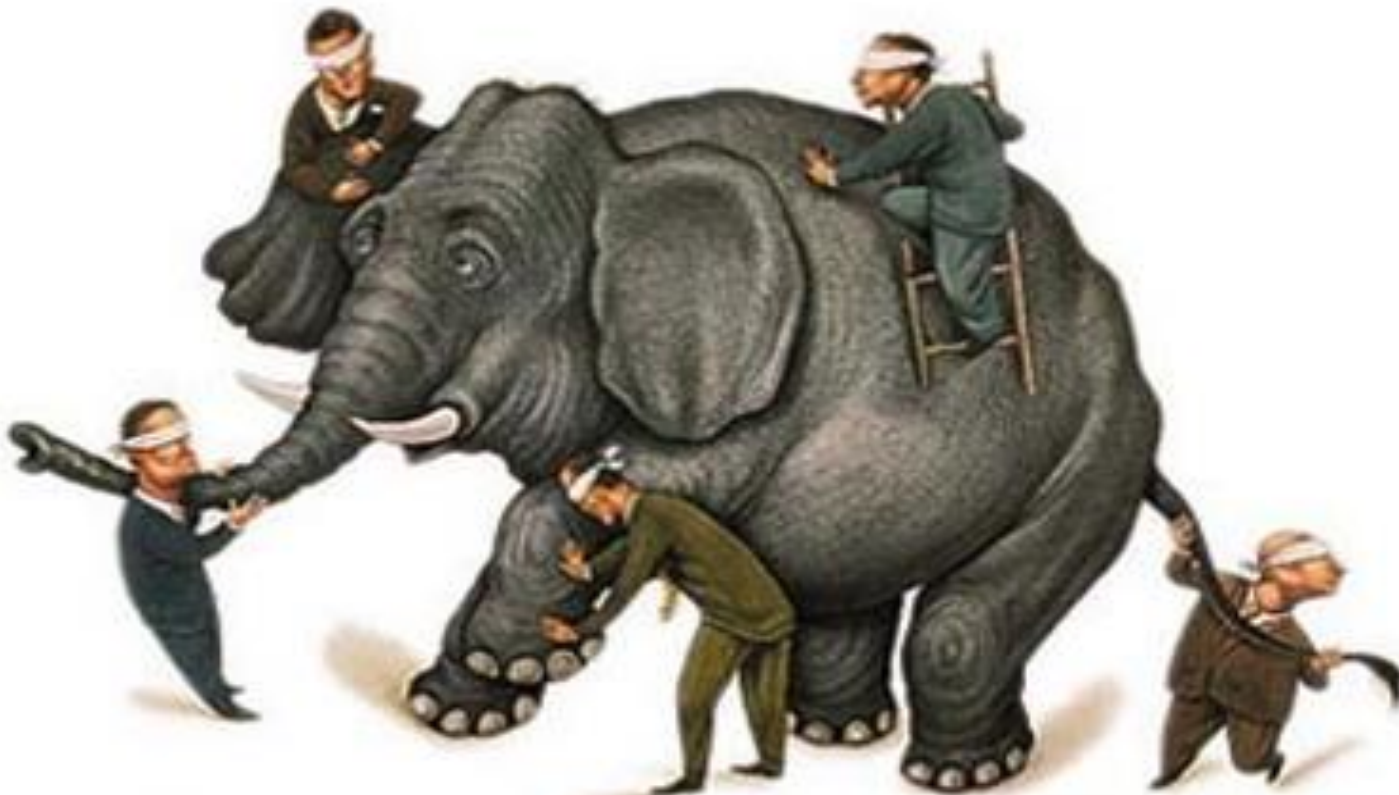
Friday, December 16, 2016

Welcome!

Parable… the Elephant and the Blind Men

A Student's Viewpoint…

- <u>Drawing on Education</u> - The Boston College Center for the Study of Testing, Evaluation, and Public Policy
- <u>What Can Student Drawings Tell Us About High-Stakes Testing in Mass.?</u> Anne Wheelock, Damian J. Bebell, and Walt Haney

A Student's Viewpoint…

- 411 drawings from 15 schools in 8 districts
- 71% showed students seated alone
- 63% showed explicit information about student's perceptions toward the MCAS

A Student's Viewpoint…

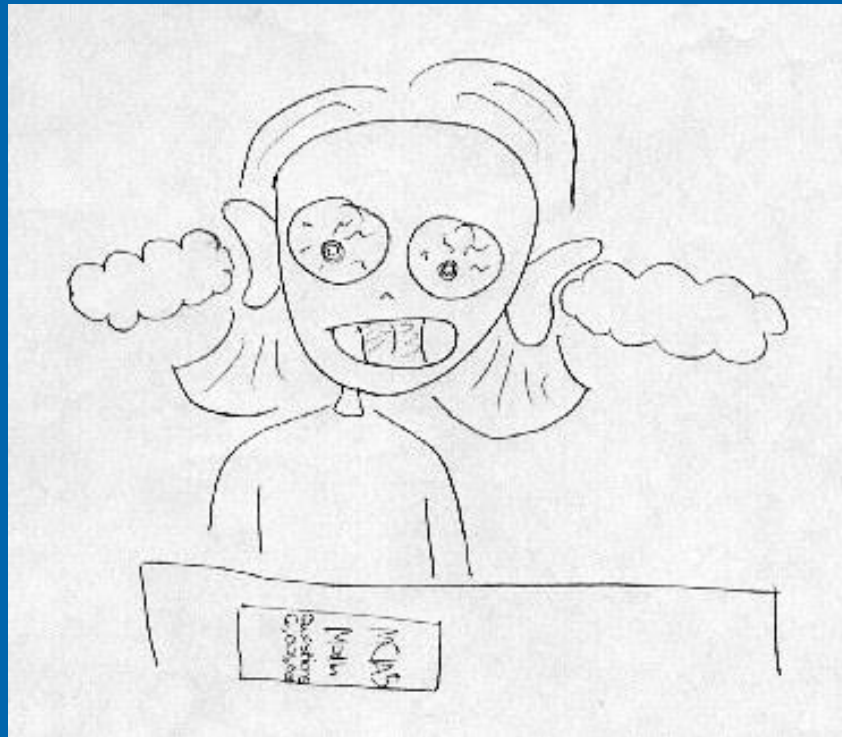"The MCAS is really hard. I am so frustrated."

- 18% referred to test difficulty

A Student's Viewpoint…

"Who was Socrates? What?!? What kind of question is that!"

- 9% referred to tricky items

A Student's Viewpoint…

Booklet labeled as MCAS Math: 6,021,000 questions

- 6% referred to test length

A Student's Viewpoint…

"It's not too hard, just right. MCAS rules!"

"Wow! I'm working hard to get a good grade?"

- 18% portrayed students as diligent or persistent test-takers.

A Student's Viewpoint…

- 5% depicted "confident" test takers. (A slightly higher % at 4th grade!)

"During MCAS I was nervous that it would be hard, but after 1 session, it was easier than I thought."

A Student's Viewpoint…
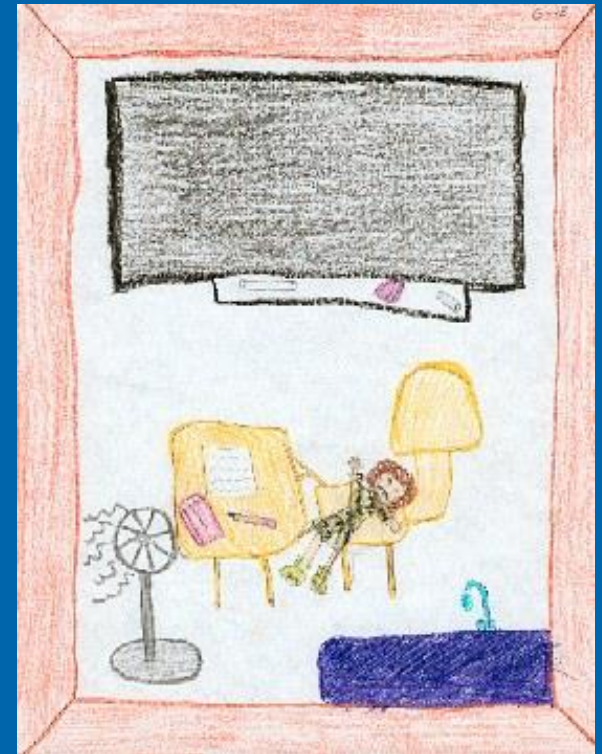

- 13% showed anxiety

A Student's Viewpoint…

"This is so boring."

- 5% depicted boredom

A Student's Viewpoint…

- 4% depicted relief that the test was over

A Student's Viewpoint…

- To see the entire study go to http://www.tcrecord.org/RestrictedAccess.asp?ReturnPage=/Content.asp?ContentID=10634

- Or search for Drawing on Education!

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.

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

Member Introductions

The Assessment Literacy Standards

- In your packet, find the ALS Worksheet

- On your sheet, you will find one piece of information about the ALS and seven blank spaces

- Different people have different pieces of information about the ALS

- Your job is to find people who have different pieces of information about the ALS so that you can complete your sheet

- Don't be rude! Be sure that you introduce yourself to your partner before you grab their information ☺

Break!

Overview of Assessment *of* and *for* Learning

Featured Presenter –
James Pellegrino, Ph.D

![ALN - Assessment Learning Network]

Lunch!

The Assessment Landscape:

Michigan

Michigan's Landscape

- Potential increased flexibility for MDE in complying with federal mandates (ESSA)

- Supt. Whiston's "Top 10 in 10" initiative

- Tension between MDE's desire to improve the state assessment system and the desire to have a stable (not continuously changing) system

MDE's Assessment Vision

Grade	Test Name/Type	Subjects	Timing	Purpose
3	Benchmark	ELA, Math	Fall, Win(opt), Spr	Short-cycle feedback
4	Benchmark	ELA, Math	Fall, Win(opt), Spr	Short-cycle feedback
5	Summative with team problem solving	4 subjects	Spring	Standards/Prof
6	Benchmark	ELA, Math	Fall, Win(opt), Spr	Short-cycle feedback
7	Benchmark	ELA, Math	Fall, Win(opt), Spr	Short-cycle feedback
8	Summative or PSAT 8/9	4 subjects	Spring	Standards/Prof or on-track for CCR
9	PSAT 8/9	4 subjects	Spring	On-track for CCR
10	PSAT 10	4 subjects	Spring	On-track for CCR
11	MME	4 subjects	Spring	CCR

Selected "Top 10 in 10" Goals that Assessment Literacy Directly Relates To:

- 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

- Further develop an innovative and cohesive state education agency

- In your packet, you have a table with more information

Alignment with MDE's Top 10 in 10 Years Strategic Goals

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* 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).

Promoting Assessment Literacy

- At your table, share with your colleagues what your organization is doing with respect to promoting assessment literacy and sound assessment practice in public education

- Report out

- The MAC will be sending out a brief survey to collect more complete information and will make the results available to ALN members

Describe methods you anticipate you might use to communicate key ideas and/or resource associated with this Network to your organization (e.g. eBlast, newsletter article, blog post, report out to board, other...)

1. _____

2. _____

3. _____

What are the top 2 assessment interests/issues for your membership, at this time?

1. _____

2. _____

Methods you currently use to meet your member's assessment knowledge/practice needs & interests. (e.g. conferences, courses, webinars, study groups, article in newsletters)

1. _____

2. _____

3. _____

(you can be brief, we will follow up with a short narrative survey between now and February 2017 – for the purpose of making sure we capture each organization's activities and thoughts accurately.

ALN
ASSESSMENT LEARNING NETWORK

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Reactions to the Vision for the ALN

It's a modest proposal! ☺

Moving Forward…

- Meeting #2
- Monday, Feb 13, 2017
- Washtenaw ISD
- Featured Presenter: Margaret Heritage
- The Role, Purpose and Power of…Assessment *for* Learning in an Assessment System

- Meeting #3
- Tuesday, May 9, 2017
- University Club
- Featured Presenter: Susan Brookhart
- Promoting Assessment Literacy: Helping Mich. Become the State of Assessment

Resources for Members will be Placed on the Secure ALN Webpage

http://aln.michiganassessmentconsortium.org/

Member Suggestions for Future Topics…

…and feedback on meeting structure and format

Adjourn!

Thank You for Spending Your Day with Us!