



Balanced Assessment

October 16, 2024



THE GOVERNOR JOHN ENGLER

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Why Complete an Assessment Inventory?

- » Assesses the quality of your assessments, determines the minimum amount of testing required, and ensures that your assessments are providing the information you need
- » Ensures that your assessment results are used to take action steps that help your students
- » Gets a more accurate sense of your assessment balance
- » Helps you move toward a healthier, more balanced assessment system



Breakout Room...

- »» What did you learn from doing the Assessment Inventory?
- »» What were areas of strength? Areas for improvement/fine-tuning?
- »» What would you like to do with this information in the future?



Session Outcomes:




Participant will understand...

- The three C's of a Balanced Assessment System.
- The need for quality assessment at all levels, but especially in the classroom.
- The impact that the use/misuse of assessment practices and evidence can have on students.





Three Strand Emphasis

Independent-Shared Learning	Integrating Learning	Facilitation Ideas
<p>Deepen each consultants' knowledge and create shared understanding for all.</p> <p>How might this influence your individual knowledge base?</p> <p>How might this create a unified understanding around assessment for your academy</p>	<p>Taking learning and making connections to current work/expertise.</p> <p>Where are there natural connections and where do these initiatives align?</p> <p>What obstacles might present themselves?</p>	<p>Adding to your facilitation toolbelt.</p> <p>How do the resources, protocols, questions and debrief activities resonate with you?</p> <p>Which might you use to build capacity among your academy colleagues?</p> <p>How might you modify?</p>
		



Activating Prior Knowledge & Reflection

- What do I already know about a balanced assessment system? What am I curious about?
- What did you learn from the Stiggins article “Assessment Through Student’s Eyes”? How does this guide your work with Balance Assessment?



Learning Point: *What constitutes a high quality, comprehensive, balanced assessment system?*

- Read the Learning Point
- What is a key idea that resonates with you? Why?
- What do you think would be important to let everyone at your school know?
- Be prepared to share idea.



- What are 2-3 key take-aways from the learning about the three C's?
- What questions do you still have?



A Word from Rick Stiggins: A New Vision of Excellence in Assessment

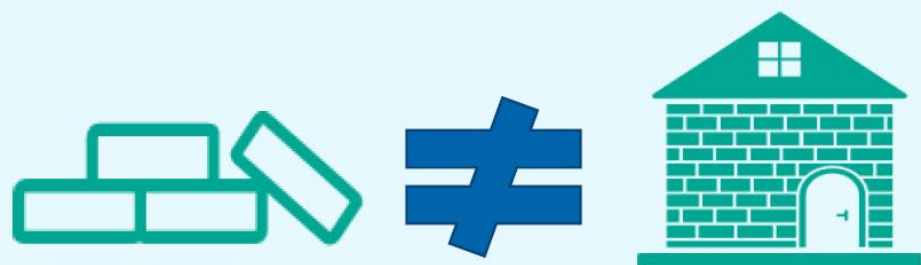
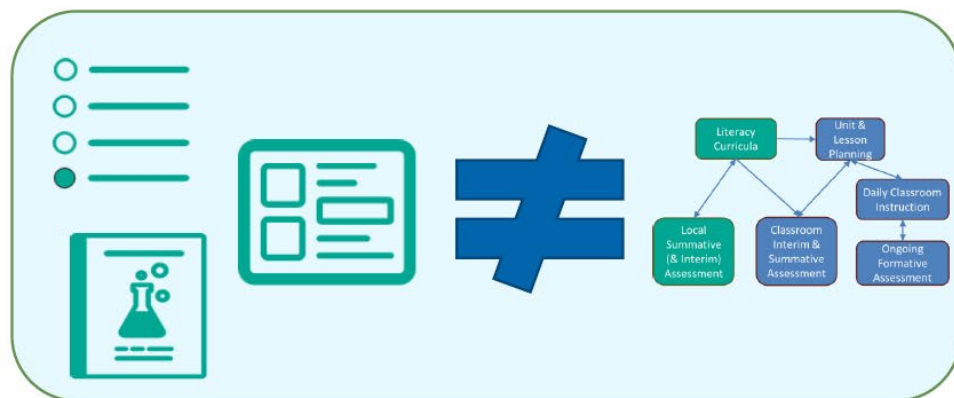
- What is the video mostly about? What do you agree with? Disagree with?
- How does this video challenge your thinking about assessment?
- How do ideas in this video related to your past experiences or thoughts?

<https://www.michiganassessmentconsortium.org/wp-content/uploads/2-Rick-Stiggins-Balanced-Assessment.mp4>



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“A collection of assessments does not entail a system...



...any more than a pile of bricks constitutes a house”



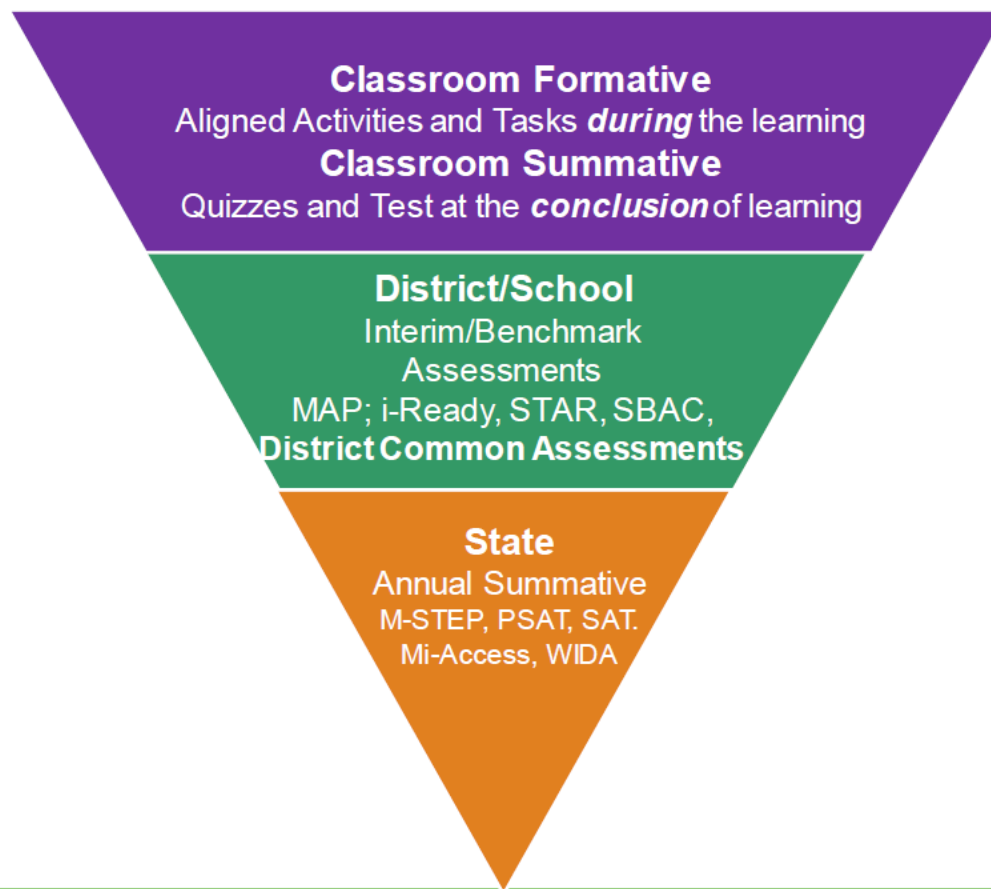
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A Balanced Assessment System



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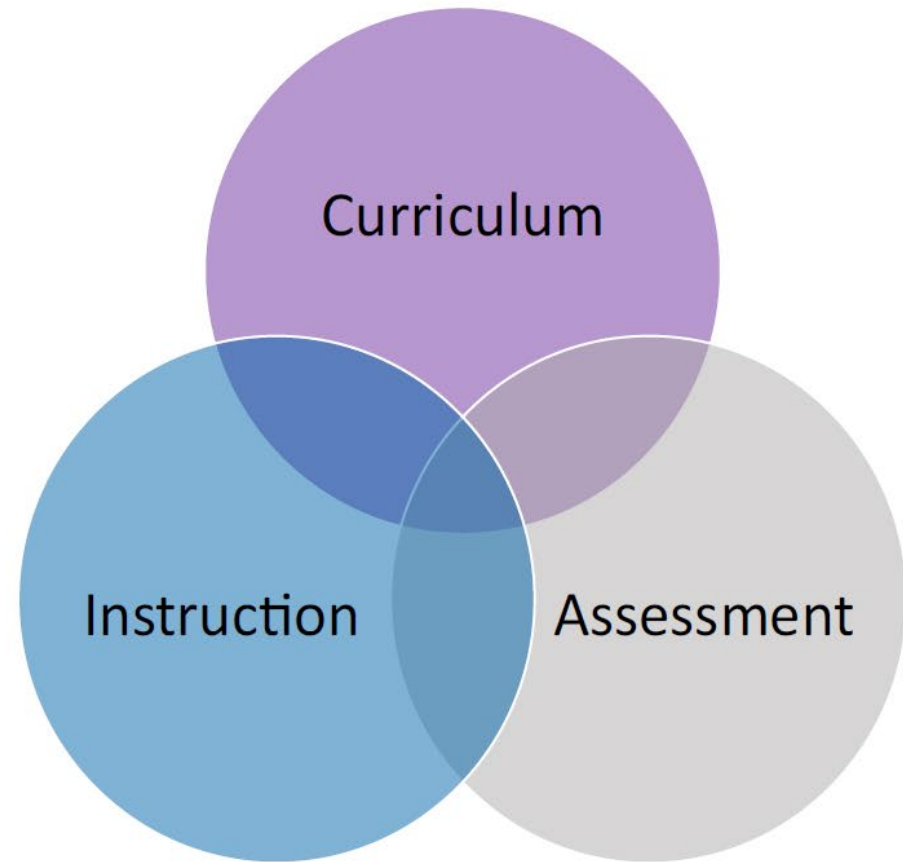
A Balanced Assessment System is...

1. Coherent
2. Comprehensive
3. Continuous



Coherent

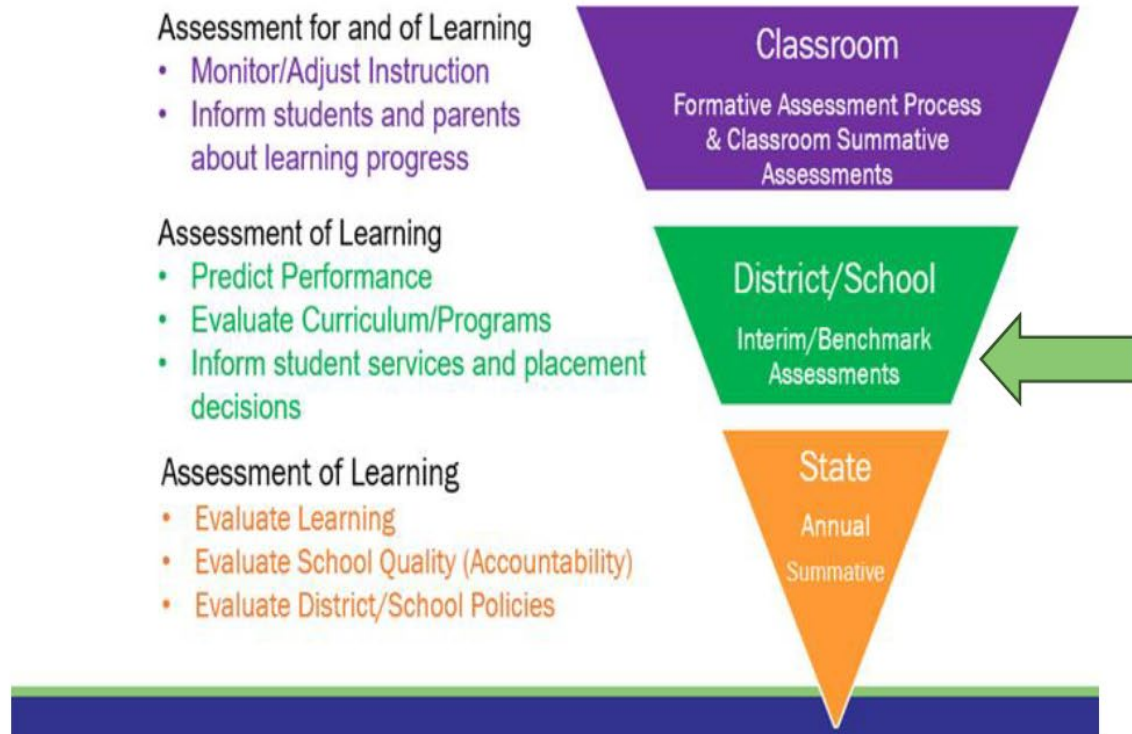
means all elements of an assessment system are coordinated, *measure the same content and skills derived from the state content standards in a similar manner*, and that the curricula, assessment, instruction and related professional learning are aligned with one another..



Comprehensive

means a variety of assessment tools and practices are used; both assessment for and of learning are valued; assessments collectively meet all purposes for assessment and the needs of all users; and students are engaged and proficient in the assessment process.

Main purposes and uses of assessment information



Continuous

means that assessment happens continuously, using both formative and summative approaches to assessment, that student progress is measured on an on-going basis and students are an integral part of the process.

Classroom

Formative Assessment Process &
Classroom Summative Assessments

This is where the majority of decisions about students are made. These decisions are made by teachers and—more importantly—by the students themselves on an ongoing, continuous basis.



- What are 2-3 key take-aways from the learning about the three C's?
- What questions do you still have?



Three C's of a Balance Assessment System: Guiding Questions

Criteria for Comprehensive

Are a variety of high quality assessments being used?

Is there evidence that the assessments are reliable?

Is there evidence to support the proposed uses of the assessments?

To what extent are the assessments accessible (e.g., fair) to all students?

To what extent do the assessments produce useful information?

Michigan Assessment Consortium 2017

Three C's of a Balanced Assessment System: Guiding Questions

Criteria for Coherent

Are all elements of the assessment system coordinated, that is, measure the same skills?

Is there evidence that the assessments of and for learning focus on the same content standards?

Is instruction aligned to the assessments used?

Michigan Assessment Consortium 2017

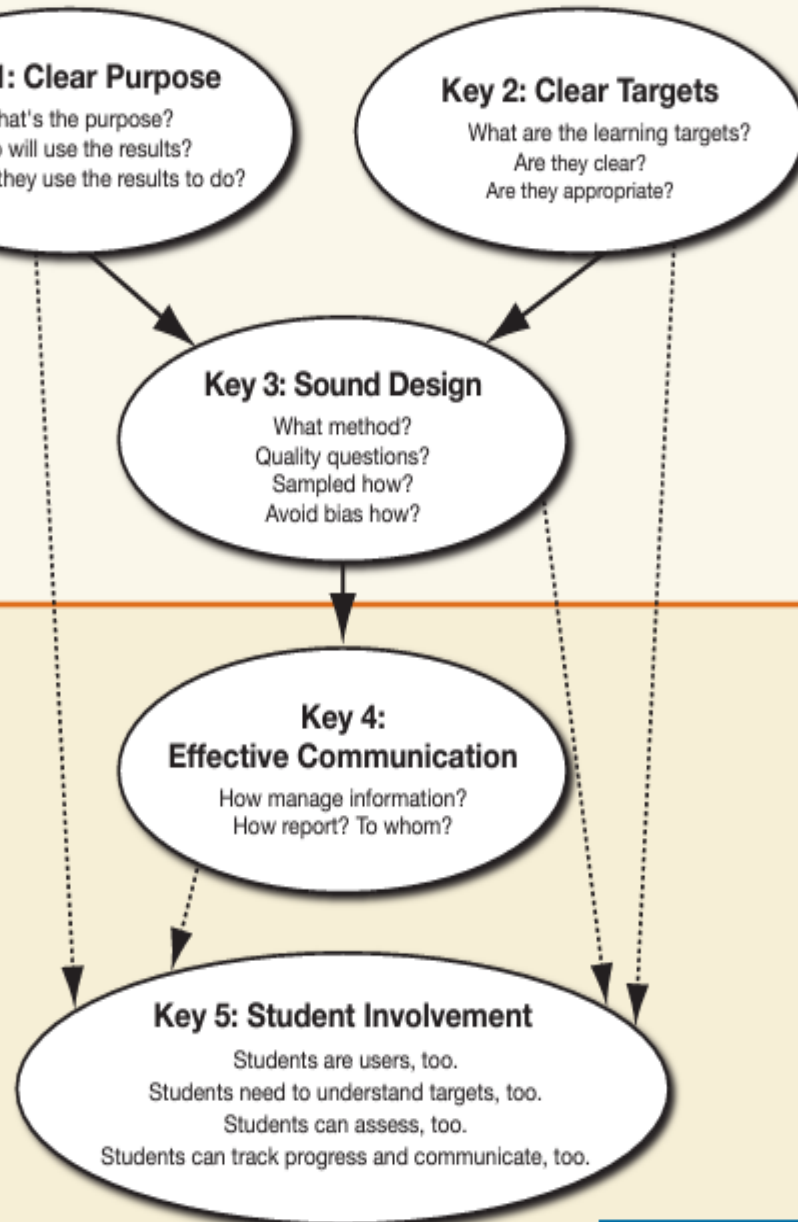
Three C's of a Balanced Assessment System: Guiding Questions



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Accurate Assessment

Keys to Quality Classroom Assessment



Effectively Used



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Keys to Quality Classroom Assessment: Questions to Ask



Classroom Assessment Quality Analysis Activity

QUESTIONS TO ASK OF CLASSROOM ASSESSMENTS

Key 1: Clear Purpose: How and by whom will the results of the assessment be used?

Big Ideas

- Different users have different information needs.
- Students are crucial decision-makers whose information needs must be met during the learning.

Questions to Ask



What's Next?

1. Dive into 3 C's Guiding Questions
2. Assess current reality: Keys to Quality Classroom Assessment

due by

The next Virtual Professional Learning:

November 20, 2024

9:30 a.m. – 11:30 a.m.



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