



Balanced Assessment November 20, 2024



THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER
SCHOOLS**

CENTRAL MICHIGAN
UNIVERSITY

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



THE GOVERNOR JOHN ENGLER
**CENTER FOR
CHARTER SCHOOLS**
CENTRAL MICHIGAN UNIVERSITY

Accurate Assessment

Keys to Quality Classroom Assessment

Key 1: Clear Purpose

What's the purpose?
Who will use the results?
What will they use the results to do?

Key 2: Clear Targets

What are the learning targets?
Are they clear?
Are they appropriate?

Key 3: Sound Design

What method?
Quality questions?
Sampled how?
Avoid bias how?

Key 4: Effective Communication

How manage information?
How report? To whom?

Key 5: Student Involvement

Students are users, too.
Students need to understand targets, too.
Students can assess, too.
Students can track progress and communicate, too.

Effectively Used



THE GOVERNOR JOHN ENGLER
**CENTER FOR
CHARTER SCHOOLS**
CENTRAL MICHIGAN UNIVERSITY

Breakout Room...

- »» What did you learn from using the “Three C’s of Balanced Assessment Guiding Questions”?
- »» What were areas of strength related to the “Keys to Quality Classroom Assessment”? What about areas for improvement/fine-tuning?
- »» What would you like to do with this information in the future?



Session Outcomes:

Participants will...

- Understand the need for quality assessment in today's classrooms.
- Identify attributes of all types of assessment.
- Work with a team to plan for school-specific balance assessment.



A Balanced Assessment System is...

1. Coherent
2. Comprehensive
3. Continuous



Learning Point: *How do we design assessment systems for modern learning?*

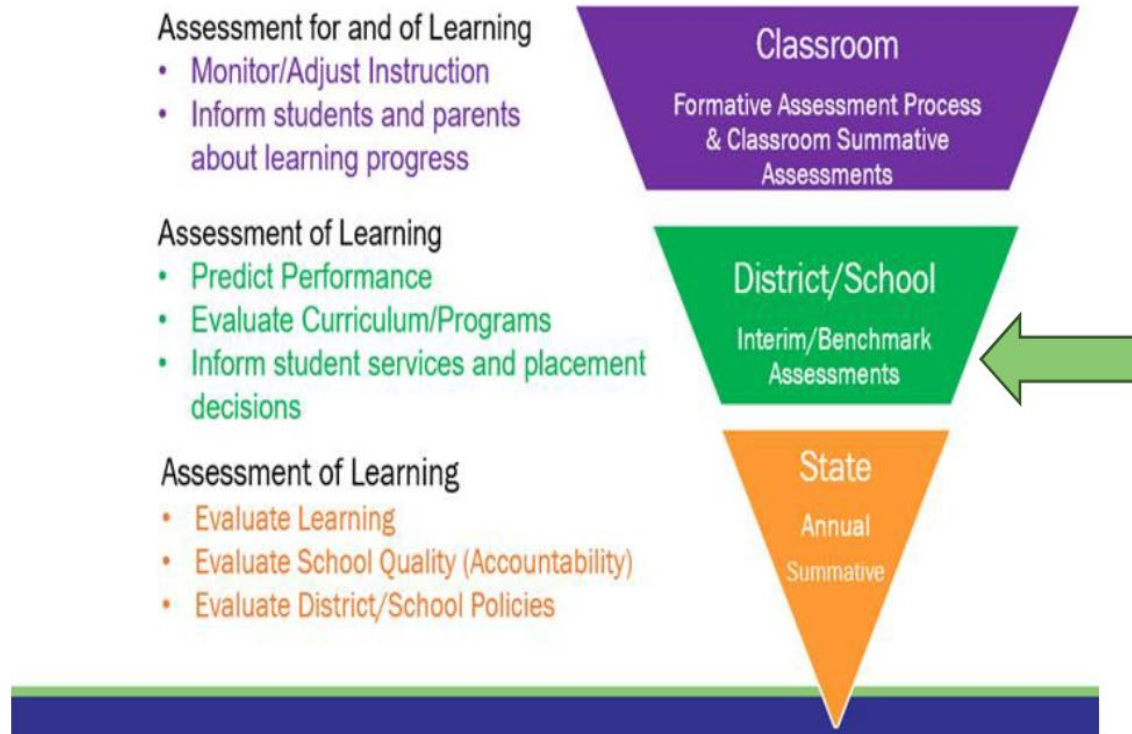
- Read the Learning Point
- What is a key idea that resonates with you? Why?
- What do you think would be important to let everyone at your school know?
- Be prepared to share idea.



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



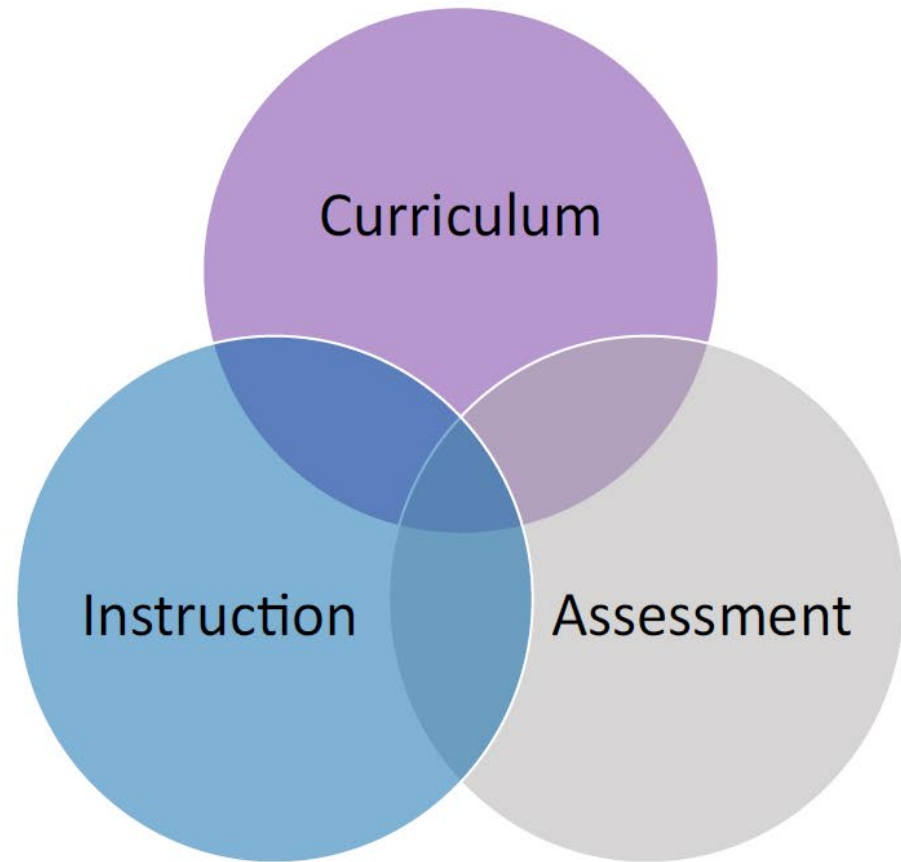
Article Analysis

- Find the “Individual 4 Square Text Reflection” tool
- Individually read your assigned article and fill out the tool as you read.
- As a group, prepare a short (5-minute) synopsis of your learning



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..



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.



Planning Tool: Implementation of High-Quality Balance Assessment System

Getting Ready	Implement	Monitor the Fidelity of Adult Implementation and Student Impact	Evaluate the Fidelity of Adult Implementation and Student Impact
<p>QUESTIONS:</p> <p>How will we ensure READINESS for implementation?</p> <p>How will we ensure that staff and administrators have the KNOWLEDGE and SKILLS to implement?</p> <p>How will we ensure OPPORTUNITY for high quality implementation of the strategy?</p>	<p>QUESTIONS:</p> <p>How will we ensure HIGH QUALITY IMPLEMENTATION of the strategy?</p> <p>What are the activities during implementation?</p>	<p>QUESTIONS:</p> <p>How will we ensure the strategy is MONITORED FOR FIDELITY OF ADULT IMPLEMENTATION?</p> <p>How will we ensure the strategy is MONITORED FOR IMPACT ON STUDENT ACHIEVEMENT?</p>	<p>QUESTIONS:</p> <p>How will we ensure that the FIDELITY OF ADULT IMPLEMENTATION of the strategy IS EVALUATED?</p> <p>How will you ensure the strategy's IMPACT ON STUDENT ACHIEVEMENT IS EVALUATED?</p>
<p>ACTIVITY:</p> <p>Administration and staff have identified the implementation of a high-quality balanced assessment system as an initiative to be implemented as part of the ongoing continuous improvement process, including a timeline for implementation phases over the next 2 – 3 years.</p>	<p>ACTIVITY:</p> <p>Administration has included the implementation of a high-quality balanced assessment system in the district and/or building improvement plan for the next 2 – 3 years and has planned for the needed resources in the plan and budget.</p>	<p>ACTIVITY:</p> <p>Administration monitors the implementation of a high-quality balanced assessment system at the building and district level in order to determine modification in the continuous improvement plan to ensure ongoing support for the initiative to sustain the efforts.</p>	<p>ACTIVITY:</p> <p>Administration conducts a focused program evaluation of the implementation and impact of the high-quality balanced assessment system at the building and district level in order to determine modification in the continuous improvement plan to ensure ongoing support for the initiative to sustain the efforts and/or to modify implementation.</p>
<p>ACTIVITY:</p> <p>Leadership: Administration and/or staff have completed a District/Building needs assessment to determine “current reality” as to readiness for implementation, considering the critical components of a high-quality balanced assessment system and the conditions for successful implementation.</p> <p>Strategy Implementation Guide: Balanced Assessment System</p>	<p>ACTIVITY:</p> <p>Leadership has conducted the needs assessment and convened the staff and administration to determine strengths and challenges in the current system for the implementation of a high-quality balanced assessment system in order to determine action steps to address the challenges and barriers while building upon strengths.</p>	<p>ACTIVITY:</p> <p>Leadership has addressed the identified challenges and provided in a timely manner the needed resources as evidenced by budgets, purchases, and the continuous improvement plan action steps.</p>	<p>ACTIVITY:</p> <p>Leadership has revisited the provision of resources provided to support implementation and has made plans to continue support for the upcoming school year.</p>



- What are 3 uses of the planning tool?
- What would your teachers need to know about the tool?
- What questions do you still have?



What's Next?

1. Dive into 3 C's Guiding Questions
2. Assess current reality: Keys to Quality Classroom Assessment
3. Identify where your organization is the continuum: Planning Tool: Implementation of a High-Quality Balance Assessment System

due by

The next **Virtual Professional Learning:**

January 15, 2025
9:30 a.m. – 11:30 a.m.



To apply for SCECHs visit:

www.TheCenterForCharters.org/scech



THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY