



Assessment Literacy & Balanced Assessment February 19, 2025



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Session Outcomes:

Participants will...

- Choice will share emerging strategies for using assessment in MICIP to drive improvement
- Evaluate a school's MICIP goals to identify assessment strategies that measure progress effectively



The Team



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OUR GUEST



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OUR GUEST



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Chief of Academic Excellence &
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Breakout Room...

» From January:

- Which strategies from the MICIP Strategy Implementation Guide for Balanced Assessment are you considering incorporating in your MICIP plan?

 STRATEGY IMPLEMENTATION GUIDE: Balanced Assessment System		
This document identifies the “gold standard” for the critical components of a high-quality balanced assessment system. Connections are also made to various resources to support your work, including Michigan Assessment Consortium tools and Smarter Balanced Resources. Links to resources are provided throughout the document to assist leaders to increase understanding and to access tools to support implementation with fidelity.		
Learning Point: What constitutes a high-quality, comprehensive, balanced assessment system?		
CRITICAL COMPONENT What are the essential components of BALANCED ASSESSMENT SYSTEM in a high-quality assessment system?	“GOLD STANDARD” for Implementing the Critical Component What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
Component A: BALANCED ASSESSMENT SYSTEM Michigan Assessment Consortium: Balanced Assessment Systems		
Organizational support for a balanced assessment system	Policies have been instituted with supportive resources (time and budget) needed to help users understand and implement a balanced assessment system in the district.	Learning Point: How do we design assessment systems for modern learning?
	An assessment calendar, including state and local assessment windows, has been developed to inform a balanced assessment system, and communicated to all stakeholders.	Learning Moment: Jim Pellegrino: What would it take for states and districts to implement coherent and balanced assessment systems.
	An assessment inventory consisting of assessments, purpose, outcomes, uses and users has been conducted.	Learning Moment: James Pellegrino Learning Moment: Margaret Heritage and Tanya Wright Resource: 3C's Tool
Users understand the difference between the types of assessment tools	Assessment type utilizes matches the desired outcomes. <ul style="list-style-type: none">• Achievement<ul style="list-style-type: none">○ Diagnostic	Learning Point: Criterion- and norm-referenced score reporting: What is the difference?



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MICIP- Challenges and Successes

What has worked for us?

- Identifying agreed-upon model strategies.
- Dedicating time during leaders' meetings to work in MICIP.

What have been our challenges?

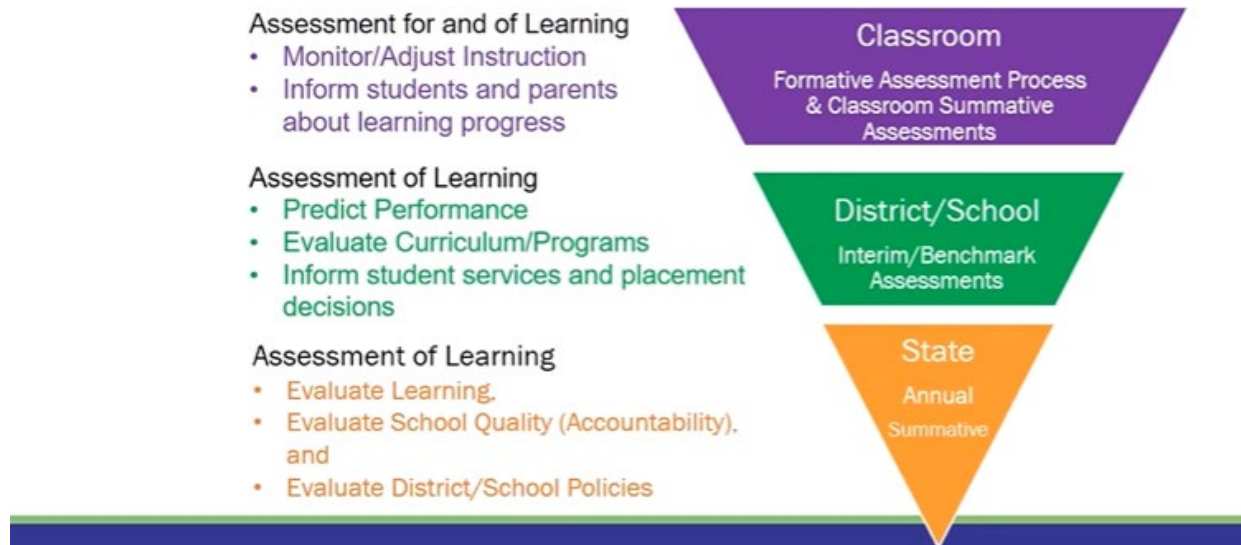
- The system feels cumbersome and feels task oriented.
- They don't know what needs to be in the system.



How do we tell our story of a Balanced Assessment System in MICIP?

What is a Balanced Assessment System?

Main purposes and uses of assessment information




Assessment for Learning in the Classroom

What expectations do you have for your staff around formative assessment in the classroom?



Classroom Assessment Assessment for Learning

- Did the student learn what I *just* taught them?
- Teacher - How might I adjust my instructional strategies?
- Student – How might I adjust my learning strategies?



Classroom
Formative Assessment Process

This is when you give feedback!



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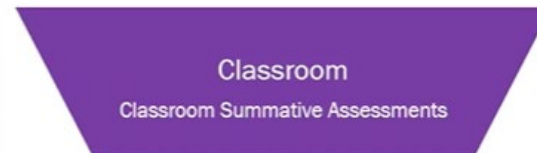
Assessment of Learning in the Classroom

What expectations do you have for your staff around summative assessment in the classroom?



Classroom Assessment Assessment of Learning

- Did enough students learn what I taught them?
- Teacher – What grade do I put in the gradebook? On the report card?
- Student – How well did I do? How can I raise my grade?
- What additional learning do some or all of the students need?



This is when you grade!!



District/School Assessment of Learning

How does the school utilize benchmark data for instruction?



District/School Assessment of Learning: Interim/Benchmark Assessment

- How are students performing on specific standards?
- Are students on the road to proficiency?
- Did students learn the important parts of this unit?

District/School
Interim/Benchmark
Assessments



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State-Level of Assessment: Annual

How does the school/district utilize state data for instruction and curriculum reviews?



State-Level of Assessment: Annual Assessments of Learning

- Are students proficient?
- Are enough students proficient?
- How did sub-groups perform?



State
Annual
Summative



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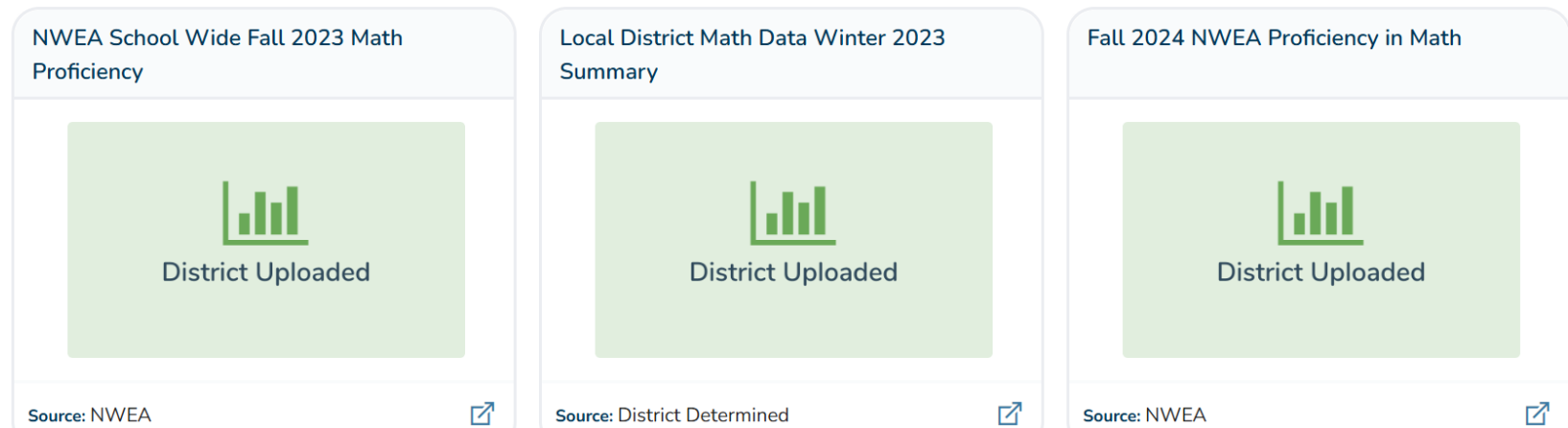
District/School Assessment of Learning MICIP Goal Example

This was where the data story begins in our sample... Students have lacked in proficiency in math over time.

— Data Story



Data Set **Math Proficiency in NWEA** 3 data objects



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District/School Assessment of Learning MICIP Goal Example

The 5 Whys Tool was utilized to find the root cause of our data story.

Analyze the Root Cause

14:35

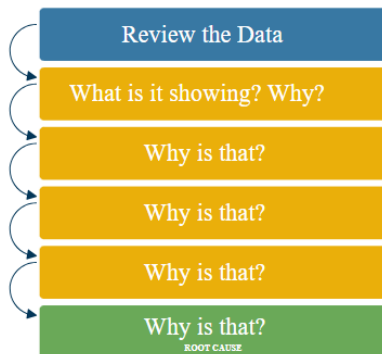


Cancel

Finish Analysis

Tool Selected: 5 Whys [Change Tool](#)

Reference the District Data Story to answer the following questions. The last “why” will be the Root Cause of the District Data Story.



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District/School Assessment of Learning MICIP Goal Example

The 5 Whys Tool was utilized to find the root cause of our data story. (Some of this was put in prior and new why's were added)

Explain why the above Data Story is in the state it currently is.

We have a lack of alignment between grade levels including the expectations regarding knowledge of math facts.

Looking at your response to the previous question, explain why that is.

We had during covid and previous previous years an insufficient focus on basic math skills and practice in and out of school.

Looking at your response to the previous question, explain why that is.

While attempting to continue our educational program during covid, insufficient focus was put on basic math skills and vertical alignment.

Looking at your response to the previous question, explain why that is.

We have not clearly identified when standards are introduced, taught, and expected to be mastered.

Looking at your response to the previous question, explain why that is.

We also do not have a comprehensive, viable curriculum established across all grade levels. When someone leaves it leaves with them.



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District/School Assessment of Learning MICIP Goal Example

Challenge Statement based on the 5 Whys.

— Create a Challenge Statement

Based on the results of the Root Cause Analysis, define the challenge in one sentence.

Example: The district needs to allocate resources to develop a system to implement GELN Literacy Essentials at School B and maintain resources to continue implementation and progress at School A.

↶ ↷	Paragraph ▼	B <i>I</i>	≡ ≡ ≡ ≡	≡ ≡
<p>The school needs to allocate resources to identify and implement a K-8 viable and rigorous curriculum that will be aligned to the essential standards work to ensure that students are taught and mastering standards at each grade level.</p>				



District/School Assessment of Learning MICIP Goal Example

Define Goal

Create a one-sentence goal to solve the issue defined in your Challenge Statement. The goal should include a measure and a due date.

Example: Our goal is to provide opportunities for students to study together, in order to improve ELA M-Step scores by 5% by 2022.

↶ ↷ Paragraph ▼ **B** *I* ≡ ≡ ≡ ≡ ≡ ≡

By June 2027, our goal is to strengthen Tier I instruction and carry it out with fidelity across all grade levels in order to increase NWEA median achievement by 5%.

Goal Due Date

06/15/2027



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District/School Assessment of Learning MICIP Goal Example

The strategies identified for the Goal of Tier 1 Instruction.

+ EngageNY/Eureka Math

✓ In Portfolio



+ Multi-Tiered System of Supports (MTSS) Framework (General)

✓ In Portfolio



+ Competency: Instruction - High-Quality Classroom Instruction

✓ In Portfolio



+ High Quality Balanced Assessment System

✓ In Portfolio



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District/School Assessment of Learning MICIP Goal Example

+ High Quality Balanced Assessment System

✓ In Portfolio



Strategy Implementation Activities

Define Strategy implementation activities, including monitoring for fidelity.

Activity

Formative Classroom and Summative Assessment analysis within PLC Meetings

Identified essential standards are paced and assessed to indicate student mastery at every grade level

NWEA and State Assessment data is analyzed by demographic at a district level to determine if the curriculum is meeting all learners needs.



Session Outcomes:

Checking in...

- ☑ Choice will share emerging strategies for using assessment in MICIP to drive improvement
 - Evaluate a school's MICIP goals to identify assessment strategies that measure progress effectively



Group Mission: How to Measure Success

- » How can assessment help measure the progress *toward*, and *success of*, these goals?
- » Consider portions of a MICIP, especially
 - Initial Data Analysis
 - Monitoring and Adjusting
 - Evaluating Goal



Goals from a Sample MICIP

1. By June 2026, 85% of instructional staff will be implementing instructional best practices as evidenced daily by: Focuses walkthroughs, lesson planning feedback, PLC's, Professional Development, Summative and Formative Data, and High Stakes Data.



Goals from a Sample MICIP

2. Increase student proficiency in mathematics based on SAT at least 3% from baseline by August 2027.
3. Student proficiency in EBRW will increase by at least 3 percentage points from our baseline data by June 2027, as determined by state assessments (SAT).



Goals from a Sample MICIP

4. Decrease the percentage of students in grades 9-12 who are chronically absent as defined by MDE from our baseline data (95.3%) to 75% by August 2026.



Group Mission: How to Measure Success

- » How can assessment help measure the progress toward, and success of, these goals?
- » Consider portions of a MICIP, especially
 - Initial Data Analysis
 - Monitoring and Adjusting
 - Evaluating Goal



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TEAM TIME



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What's Next?

Action Item:

Examine your MICIP goals to identify assessment strategies that measure progress effectively.

Due:

The next in-person professional learning session:

March 19, 2025

9:00 a.m. – 3:45 p.m.

Sheraton Detroit Novi Hotel

21111 Haggerty Rd, Novi



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