2022 MICHIGAN SCHOOL TESTING CONFERENCE

FEBRUARY 22-24, 2022
Virtual Conference

Learn, Share & Discover
Information and ideas about student assessment

With Support Provided by

SCHOOL OF EDUCATION
UNIVERSITY OF MICHIGAN

Michigan Assessment Consortium
NOTE FROM THE CONFERENCE DIRECTOR

The 2022 Michigan School Testing Conference (MSTC) will once again be held in mid-February. The uncertainties caused by the COVID-19 pandemic have affected all of us deeply and very differently. In planning for the 2022 conference, the feasibility of an in-person conference was carefully considered, given potential restrictions (or even bans) on large-group gatherings and the available space for “social distancing” at the hotel (Sheraton Ann Arbor) where the conference was held in the past. The MSTC Planning Committee considered an in-person, a virtual conference, or perhaps some combination of the two in a hybrid approach. Since the safety of conference attendees and presenters remains paramount, in the end the decision was made to once again offer the 2022 MSTC in a virtual-only format, as was the case for the 2021 conference.

The conference will be presented in a similar manner as in the past – multiple workshops on Day 1 (February 22, 2022), followed by conference keynotes and clinic sessions on Days 2-3 (February 23-24, 2022). Several changes in the format of the conference have been made:

- A simplified approach to registration for the conference will be implemented; a daily registration fee with discounts for early registration;
- Attendees will be able to view any of virtual sessions on the day(s) on which they are registered;
- Attendees will be able to access recordings for any virtual sessions held on the day(s) on which they were registered;
- By presenting the conference virtually, attendees who unable to attend in the past might be able to attend at least portions of the 2022 conference.

As always, feedback provided about the conference is valued. Attendees will once again have the opportunity to provide feedback about the conference and future conference topics via a survey. Whether via this survey or direct emails, please let me know what you think about these plans and this conference format.

Edward Roeber
MSTC Conference Director
## Schedule At-A-Glance

### Tuesday, February 22, 2022

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8 am - 9 am</td>
<td>Registration ................................ Lobby</td>
</tr>
<tr>
<td>9 am - Noon</td>
<td>Conference Workshops: WS 1, 2, 3, 4 &amp; 5</td>
</tr>
<tr>
<td>Noon - 1 pm</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>1 pm - 4 pm</td>
<td>Conference Workshops: WS 1, 6, 7, 8 &amp; 9</td>
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<tr>
<td>4 pm</td>
<td>Conference Adjourns for the Day</td>
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### Wednesday, February 23, 2022

<table>
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:30 am - 9:30 am</td>
<td>Registration ................................ Lobby</td>
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<tr>
<td>9:30 am - 4 pm</td>
<td>Conference Exhibits ................................ Lobby</td>
</tr>
<tr>
<td>9:30 am - 10:30 am</td>
<td>General Session</td>
</tr>
<tr>
<td>10:30 am - 10:45 am</td>
<td>Break ................................ Lobby</td>
</tr>
<tr>
<td>10:45 am - Noon</td>
<td>A Clinics</td>
</tr>
<tr>
<td>Noon - 1:30 pm</td>
<td>Lunch and Luncheon Speaker</td>
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<tr>
<td>1:30 pm - 1:45 pm</td>
<td>Break ................................ Lobby</td>
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<tr>
<td>1:45 pm - 3 pm</td>
<td>B Clinics</td>
</tr>
<tr>
<td>3 pm - 3:15 pm</td>
<td>Break ................................ Lobby</td>
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### Wednesday, February 23, 2022 (cont.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>3:15 pm - 4:30 pm</td>
<td>C Clinics</td>
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<tr>
<td>4:30 pm</td>
<td>Conference Adjourns for the Day</td>
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<tr>
<td><strong>Evening</strong></td>
<td>Dinner on Your Own</td>
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### Thursday, February 24, 2022

<table>
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<tr>
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<tr>
<td>10:30 am - 10:45 am</td>
<td>Break ................................ Lobby</td>
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<tr>
<td>10:45 am - Noon</td>
<td>D Clinics</td>
</tr>
<tr>
<td>Noon - 12:45 pm</td>
<td>Lunch Break (No Speaker)</td>
</tr>
<tr>
<td>1 pm - 2:15 pm</td>
<td>E Clinics</td>
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<tr>
<td>2:15 pm - 2:30 pm</td>
<td>Break ................................ Lobby</td>
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<tr>
<td>2:30 pm - 3:45 pm</td>
<td>F Clinics</td>
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<tr>
<td>3:45 pm</td>
<td>Conference Adjourns</td>
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One full-day and eight half-day workshops are being offered this year on Tuesday, February 22. These workshops deal with a variety of assessment issues that require “hands-on” experience and demand more time available than in the conference clinic sessions. The single daily registration permits registrants to attend any workshop on February 22. Extensive materials are provided for workshop participants. SCECH credits are available for each workshop attended. Following are brief descriptions of this year’s workshops:

**WS 1 – Testing 101 for New Coordinators**
Are you new to your testing coordinator role? Do you need training on everything that needs to be done in order to test your students? Come join staff from the Office of Educational Assessment and Accountability, College Board, and ACT as they provide the steps and resources to help you navigate the summative testing process from start to finish. You will learn what needs to be done before testing, during testing, and after testing, with suggestions and tools for keeping organized. The session will cover the M-STEP, MI-Access, SAT with Essay, PSAT 8/9, PSAT 10, ACT WorkKeys, WIDA and the Early Literacy and Mathematics Benchmarks test administrations.

*Tina Foote, Michigan Department of Education*
*Phoebe Gohs, Michigan Department of Education*
*Kate Cermak, Michigan Department of Education*
*Jen Paul, Michigan Department of Education*
*Antoinette Dorsett, Michigan Department of Education*
*Dan Evans, Michigan Department of Education*
*Tim Tahaney, Michigan Department of Education*
*John Jaquith, Michigan Department of Education*
*Jessica Fenby, Michigan Department of Education*
*Steve Reed, Michigan Department of Education*
*Sarah Thaler, College Board*
*Rose Babington, ACT*

Share your conference experience using hashtag #MSTC2022
Tuesday  February 22, 2022

Conference organizers retain the right to change the schedule without notice to participants.

9 am to Noon
AM Conference Workshops

WS – 2  I’m New to MICIP. What Do I Need to Know?
Are you new to MICIP? Are you interested in learning the Mindset, Process, and Platform? Join us for a hands-on session that will give you a MICIP overview and show you how to engage in the MICIP Continuous Improvement Process. (Note: Additional information on MICIP will be shared in WS-6 in the afternoon.)

Ben Boerkoel, Michigan Department of Education
Theresa Nugent, Michigan Department of Education
Tom Johnson, Michigan Collaborative Hub
Kathleen Miller, Shiawassee RESD
Sarah Whitford, Forest Hills Public School

WS – 3  Data, Data Everywhere – What Questions can be Answered Using Non-Academic MI School Data Sets?
There are many prebuilt reports and datasets available through MI School Data that can provide a different view for districts and schools to explore, such as early childhood and post-secondary, attendance, enrollment, demographic, mobility, etc. During this workshop, an inventory of questions in relation to prebuilt reports, as well as datasets available on MI School Data, will be provided. There will also be an opportunity for participants to explore at least one non-academic data set to manipulate using Google Sheets during the hands-on portion.

Participants will need their login information for MI School Data and should have access to Google Sheets to be able to participate in the hands-on portions of the workshop. MS Excel and MS Office 365 Excel (any version) will not be supported during this workshop.

Emily McEvoy, Macomb ISD
Kathleen Miller, Shiawassee RESD
Dan Wei, Berrien RESA

WS – 4  Developing High-Quality Assessments that Produce Constructive Student Information
Rick Stiggins reminds us that “if assessment is not working productively day-to-day in our classrooms…and if bad decisions are made based on inaccurate evidence due to inept assessments — the other levels in an assessment system can’t overcome the dire consequences for the learners.” This workshop will provide a roadmap and resources to help educators develop high quality classroom assessment that can stop those “dire-consequences” for our students and put them back on the road to success.

Ellen Vorenkamp, Wayne RESA

WS – 5  Communicating Progress and Proficiency Through Portfolios
Portfolios are an underutilized tool to document evidence of learning and more importantly, they can place the learner at the center of assessing their own progress and decisions about future direction. Through disciplinary examples, this workshop will explore why, when, how portfolios are used to collect and select evidence over time that depicts an authentic and accurate story about the learner and their journey.

Arthur Chiaravalli, Champion Valley School District;
Teachers Going Gradeless

Noon to 1 pm
Lunch
WS – 8  Developing An Early Literacy Assessment System
What do we mean by a system of assessment that supports development of literacy among young children, and how does a district engage in the work of articulating an early literacy assessment system? This session highlights how to get started using the ELAS Guide to Developing, Implementing and Supporting District Assessment Systems. This session builds on the School-Wide/Center-Wide Literacy Essentials, what we know about the architecture of assessment systems, the research that supports the development of literacy and what we know about building the capacity of educators through collaborative inquiry-based learning.

Melissa Usiak, MiASCD; MSU
Amy Colton, Learning Forward – Michigan

WS – 9  Enhancing Teachers’ Disciplinary Knowledge in Support of the Effective Use of the Formative Assessment Process
Interested in gaining a deeper understanding of the formative assessment process within content area disciplines? Hear from Margaret Heritage, a national expert, who will share specific ideas on how to build educator capacity through high-quality, sustained, professional learning around the formative assessment process, as well as a panel of content specialists who will share ideas specific to their disciplines. Leave the session with some practical ideas that can be used to create an action plan for your next steps within your area of influence.

Ellen Vorenkamp, Wayne RESA
Kim Young, Michigan Department of Education
Margaret Heritage, Heritage Consulting
Mary Starr, Michigan Mathematics and Science Leadership Network
Stan Masters, Michigan Council of Social Studies
Melissa Wing, Genesee ISD
### Wednesday February 23, 2022

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<tr>
<td>8:30 am – 9:30 am</td>
<td>Registration</td>
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<tr>
<td>9:30 am – 10:30 am</td>
<td>Opening Keynote Presentation</td>
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<tr>
<td><strong>Formative Assessment in Support of Thinking-Centered Learning</strong></td>
<td>Margaret Heritage, Heritage Consulting</td>
</tr>
<tr>
<td>10:30 am – 10:45 am</td>
<td>Break - Lobby</td>
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<tr>
<td>10:45 am – Noon</td>
<td>A Clinics</td>
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<tr>
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<td>Large-group presentations seldom lend themselves to productive question-and-answer sessions. However, some conference participants want to ask questions that invite the speaker to clarify or comment in greater depth about portions of the presentation or to ask about issues the speaker did not address. Here’s your chance to have an informal conversation with today’s keynote speaker, Margaret Heritage.</td>
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<tr>
<td>A2 - Return to Learn Benchmark Assessments – Past, Present and Future</td>
<td>This session will address the benchmark provisions of the Return to Learn Law, which will include lessons learned from the field. State and local reporting will be will included in the discussion.</td>
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<tr>
<td>Kate Cermak, Michigan Department of Education</td>
<td>Emily Mohr, EPIC at MSU</td>
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<td>Tara Kilbride, EPIC at MSU</td>
<td>Kathleen Miller, Shiawassee RESD</td>
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<td>Emily McEvoy, Macomb ISD</td>
<td>Nikki Mosser, Michigan Department of Education</td>
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<td>A3 – Update on ELA Assessments</td>
<td>This session will provide information on a minor change that took place on the ELA M-STEP spring 2021 assessment. This change can be seen in the Online Tools Training (A/B format). A thorough review of the ELA item types, and item specifications will be shared with attendees. In addition, an update on the Passage-based Writing field test will be presented.</td>
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<tr>
<td>Nikki Mosser, Michigan Department of Education</td>
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A4 - Helping Parents Make Sense of Assessment Data
The last school year proved that parents were essential in supporting student learning. Yet, if assessment is an integral part of the learning process, how can we help parents understand how assessment helps (not hurts) students? This session will explore simple ways to support parent assessment literacy, as well as local district examples of resources that help parents navigate complicated assessment data.

Steven Snead, Oakland Schools and MAC
Wendy Osterman, Clarkston Community Schools

A5 - FAME: Assessment’s Quicker Picker Upper
“Formative assessment is a process, not a thing” While not a catchy phrase or slogan, it does encompass the essence of the formative assessment process. For 15 years, FAME has been available to schools and districts who wish to support the use of the formative assessment process in classrooms. What is FAME? How does a school or district become involved? How does it support other school improvement initiatives?

Lindsey Howe, Michigan Great Lakes Virtual Academy
Kristy Walters, Corunna Public Schools
Kim Young, Michigan Department of Education

A6 - The Feedback Loop: Leveraging the Power of Feedback
Is your feedback loop full of kinks? You are not alone. Giving the “right” kind of feedback to move student learning forward is not an easy task. This session will provide insight to help participants make the most of their feedback to students and explore strategies to make the feedback loop a seamless cycle of continuous improvement.

Ellen Vorenkamp, Wayne RESA
Tara Kintz, MAC

12 pm – 1:30 pm
Lunch and Luncheon Speaker

What’s Next with Michigan’s Assessments!?
During this lunch session, participants will hear about what is going on with Michigan’s state assessment components, as well as information about Michigan’s longer-term vision for a complete, comprehensive assessment system.

Andy Middlestead, Michigan Department of Education

Luncheon Sponsor – Lunch is provided by the Smarter Balanced Assessment Consortium, as a contribution to the success of the conference. Thanks to the Smarter Balanced Assessment Consortium for providing this learning opportunity.

1:30 pm - 1:45 pm
Break - Lobby

1:45 pm - 3 pm
B Clinics

B1 - Data Visualization – How Displays can Drive (or Derail) our Understanding of Assessment Data
Well-designed data displays can drive your audience to ask the right questions, and drive good decision making. Bad (and ugly) displays can steer them down the wrong path. This session will highlight evidence-based practices in data visualization, as well as examples from local districts, to help your visualizations get the maximum impact with your audience.

Steven Snead, Oakland Schools and MAC
Jianna Taylor, West Bloomfield School District
Wednesday February 23, 2022

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B2 - How to Effectively Use MICIP
In this session, you have the opportunity to hear about the successes, challenges, and solutions that districts experienced while using MICIP. Participants will be able to network with colleagues and share resources.

Theresa Nugent, Michigan Department of Education
Kaytie Palmiter, Eaton RESA
Gail Van Daff, Vicksburg Community Schools
Hilda Irani, Dearborn Public Schools

B3 - Formative Assessment and MTSS: Process and Systems
Connecting the formative assessment process with integrated systems of supports is essential for improving student outcomes, developing meaningful reflection, and addressing barriers in learning environments. Learn how you can harness the power found in these elements for your district, building, staff, and students.

Ellen Vorenkamp, Wayne RESA
Stan Masters, MAC

B4 - Next Generation Assessment: Creation to Classroom Use
Three-dimensional item cluster exemplars aligned to the NGSS have been developed through a collaborative effort of teachers and assessment specialists. This session will walk through the process that was used to develop, revise, construct, and administer these assessments using an online assessment platform. We will share examples of how student responses from these exemplars can be used to drive classroom-level instruction and assessment practices.

Jonathan Flukes, Oakland Schools
Karen Kudla, Oakland Schools
Jason Eldridge, Oxford Community Schools
Jessica Ashley, Oakland Schools

B5 - Update on Mathematics Assessment
This presentation will provide updates to the mathematics portion of the Michigan Early Literacy and Mathematics Benchmarks Assessments. Also, updates to the Mathematics Michigan Student Test of Educational Progress (M-STEP) will be discussed.

Kyle Ward, Michigan Department of Education

B6 - Measuring the Whole Child
We know the importance of supporting the Whole Child in our schools and districts. To do so we need to use data beyond traditional test/assessment data. This session will focus on what makes up a whole-child assessment system, how you implement it, and how you use the data from it.

Jessica Bucklin, Jackson County ISD
Kathleen Miller, Shiawassee RESD

3 pm – 3:15 pm
Break - Lobby
The PM break will be provided by Data Recognition as a contribution to the success of the conference. Thanks to Data Recognition for providing this break.

3:15 pm – 4:30 pm
C Clinics

C1 – Test Security
Join the OEAA to learn about the latest required secure test administration practices for the state’s assessments. The OEAA’s test administration monitoring practices will also be discussed. Participants will be given the tools and resources needed to develop secure testing plans and procedures during this session.

Jessica Fenby, Michigan Department of Education

C2 – First There was FAME... Now There is Achieving Balance in Classroom Assessment
ABCA is a program that allows participants to engage in deepening their understanding of a balanced classroom assessment system. In this session, participants will learn about the program and hear from teams of educators engaged in the project. Come hear how the teams learned about integrating assessment for and of learning, with fidelity, at the classroom level, to support student learning and enhance student achievement. Participants will also review instructional resources available within the project and hear about opportunities for future participation.

Terri Portice, MAC
Mary Ruth Bird, South Redford School District
Tamara Webster, Lawton Community Schools
Ellen Vorenkamp, Wayne RESA
C3 – Update on Science Assessment
This session will provide information on the new M-STEP Science assessment for spring 2022. In addition, a thorough review of the science clusters and item specifications will be discussed.

TJ Heck, Michigan Department of Education

C4 – Update on NAEP Assessments and Results
The National Assessment of Educational Progress (NAEP) is often referred to as the gold standard in large-scale assessments, and NAEP has long been at the forefront of assessment development and implementation. NAEP is periodically administered within a sampled set of schools across Michigan, and the results are typically used to inform state and federal policy. This session will provide an overview of NAEP, most recent assessment and survey results, and forthcoming changes to NAEP frameworks and assessments.

Karen Wixson, ETS
Brian Lloyd, Michigan Department of Education
Luis Saldivia, Educational Testing Service

C5 – Data, Data Everywhere – What Assessment Data does OEAA Provide?
The Office of Assessment and Accountability offers robust reporting on assessment results. Come see what is provided through the Secure Site, the Dynamic Score Reporting Site, and MiLearn.

Kate Cermak, Michigan Department of Education
Phoebe Gohs, Michigan Department of Education
Tim Hall, Michigan Department of Education
John Price, Michigan Department of Education

C6 – Update on Early Literacy and Mathematics Essentials and K-2 Benchmark Assessments
An update on the Michigan Department of Education Early Literacy and Mathematics Benchmark Assessments. This will include the life cycle of an item, item examples and reports.

Kyle Ward, Michigan Department of Education
Nikki Moser, Michigan Department of Education
Tim Tahaney, Michigan Department of Education

C7 – Update on the Michigan Assessment Literacy Facilitators Association
Two years ago, the Michigan Assessment Consortium undertook an effort to create a network of individuals who work in Michigan’s intermediate and local school systems to facilitate the assessment literacy of those who they work with and for. Thus, the Michigan Assessment Literacy Facilitators Association (MALFA) was born.

This session will show the types of activities the group has engaged in as well as how this work has continued during this time of virtual education. This session is for current MALFA members as well as others interested in learning about assessment and supporting the assessment literacy of others.

Steven Snead, Oakland Schools and MAC
Dodie Raycraft, Footprints Forward, LLC and MAC
Ed Roeber, MAC

4:30 – 6 pm – Meeting of the Michigan Assessment Literacy Facilitators Association
This is a meeting of the MALFA group, a member organization of those who spend some portion of their job helping others (students and their families, teachers, administrators, and policymakers) to become more assessment literate. Both members and those who work to help others become more assessment-literate who are not members, are welcome to attend.
8:30 am - 9:30 am
Registration

9:30 am – 10:30 am
General Session

Frank B. Womer Invitational Keynote Presentation

Evaluation of Consequences in State Assessment and Accountability Systems
Suzanne Lane, University of Pittsburgh

The intent of test-based accountability systems is to improve the educational opportunities afforded to all students by holding schools, educators, and, sometimes, students accountable. As educational change agents, tests serve as powerful tools to support educational reforms, while at the same time, exposing societal and educational inequities. Therefore, integral to validation efforts of tests used in these systems is the appraisal of test-based decisions and uses in terms of their consequences. Different stakeholders, including policymakers, advocacy groups, administrators, educators, parents, students, business leaders, and the community, have different, and sometimes conflicting, perspectives on the purposes and uses of tests in instruction and accountability systems based on different assumptions and values. The articulation of competing values from various stakeholders will promote a better understanding of the potential consequences, both positive and negative, of test use.

The use of tests as policy levers bears on equity and social justice issues. The use of test-based accountability systems typically has different consequences for different groups of students, schools, and districts, which need to be examined as part of the validity argument. Differential test outcomes for students living in economically marginalized communities, African American students, Hispanic students, Indigenous students, English learners, and students with disabilities have led to undesirable and inequitable consequences, such as a narrowing of the curriculum and instruction, for the very same students the tests were intended to support. The evaluation of the use of tests in accountability systems should determine whether the intended positive consequences are realized and whether potential unintended negative consequences are minimized. The inequities of educational opportunities compromise the validity and fairness of test score interpretations and uses as well as the use of tests as vehicles for educational change, resulting in undesirable consequences.

This presentation will address the need to pay attention to consequences, both intended and actual, in test-based accountability systems. What is considered a positive or potentially unintended negative consequence is dependent on stakeholders’ perspectives and values. I will argue that a validity argument must attend to these differing perspectives and values. A conceptual framework that provides a principled approach for evaluating consequences of state assessment and accountability systems will be presented.

The keynote presentation is sponsored by the Curriculum Associates. Thanks to the Curriculum Associates for its support of the conference.

10:30 – 10:45 am
Break - Lobby
The AM break will be provided as a contribution to the success of the conference.

10:45 am - Noon
D Clinics

D1 – A Conversation with Suzanne Lane
Large group presentations seldom lend themselves to productive question and answer sessions. However, some conference participants want to ask questions that invite the speaker to clarify or comment in greater depth about portions of the presentation or to ask about issues the speaker did not address. Here’s your chance to have an informal conversation with today’s keynote speaker, Suzanne Lane.
Thursday February 24, 2022

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D2 – What Educators Need to Know about the Formative Assessment Process in the Disciplines
The research on the formative assessment process has evolved in recent years. Focus has shifted to the impact of the process on various disciplines. Let’s have some conversation about the elements of formative assessment that are similar, and more importantly, the differences and how can we support these emerging ideas.

Ellen Vorenkamp, Wayne RESA
Kim Young, Michigan Department of Education

D3 – Updates On MI-ACCESS, Including The Administration Of MI-ACCESS
This clinic will focus on key components of MI-Access, Michigan’s Alternate Assessment. Topics to be covered will include: “Who should take MI-Access,” Alternate Content Standards, new alternate content expectations in science, 1% cap requirements, and key MI-Access assessment administration topics. This clinic is strongly recommended for everyone involved with the MI-ACCESS assessments.

John Jaquith, Michigan Department of Education
Dan Evans, Michigan Department of Education

D4 – What Does it Mean To Apply An Equity Lens To Our Assessment Practice And Systems?
In measurement, we talk about fairness. Applying an equity lens to our assessment practices and systems – considers this traditional conception AND extends to the way we think about children, what we expect of them and for them and what it takes to fulfill our responsibility to provide equitable opportunity to learn and excel.

Steven Sneed, Oakland Schools and MAC
Deb Asano, MAC

D5 – Update on Social Studies Assessment
Michigan relies on the expertise and participation of our social studies teachers to develop the summative social studies assessment. This session focuses on the process of building the Social Studies M-STEP. We will also take a closer look at the different item types currently on the M-STEP and at newer context-item sets being developed for future M-STEP assessments.

Susan Palmiter, Michigan Department of Education

D6 – Performance Assessment: Supports 21st Century Learning
This session will describe Michigan model competencies (developed from MI Academic Content Standards) and demonstrate rich performance assessments and scoring tools currently under development with the MI Performance Assessment Cadre. Lessons learned about development of complex tasks will be shared – examples include ELA and Mathematics elementary and secondary performance assessments. These resources are being developed for voluntary use by districts enthusiastic about instruction that is student-centered and often used in the context of project and problem-based learning and competency-based education.

Phoebe Gohs, Michigan Department of Education

Noon – 12:45 pm
Lunch Break
Thursday February 24, 2022

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1 pm – 2:15 pm
E Clinics

E1 – Discussion Protocols and their Role in the Formative Assessment Process
It’s hard to imagine using the formative assessment process effectively without judicious amounts of discussion. Whether you work with adults or children, you will leave this session with some discussion protocols you can use tomorrow. You will also leave with explicit examples of how discussion fits into the formative assessment process.
Kristy Walters, Corunna Public Schools

E2 – WIDA Update
This session will provide an overview of the structure of the WIDA assessment system as well as upcoming changes intended for the 2021-22 school year such as the new Kindergarten WIDA Screener. Additional statewide data will be shared related to Michigan’s EL assessment performance as well as newly developed EL resources.
Jen Paul, Michigan Department of Education

E3 – Let’s Give Students a Voice! Engage Them In The Assessment Process!
Students need to be engaged in the assessment process! This session will explore strategies and practices educators can use to engage and empower students. Let’s get students involved and let them be the primary users of assessment evidence within our classrooms.
Ellen Vorenkamp, Wayne RESA

E4 – Equitable Grading Practices
How can we improve classroom grading practices through a lens of equity? This session will explore evidence-based grading practices & policies that help to make classrooms more equitable environments for student learning. These practices can help improve the accuracy of grading, while also motivating students to embrace learning. They can even save teachers time too!
Steven Snead, Oakland Schools and MAC
Jennifer Curtis, Oakland Schools

E5 – M-STEP Administration Updates
Do you know all of the updates for the Spring 2021 M-STEP Administration? This session will outline important test administration updates and show you resources that are continuously available for a successful M-STEP administration.
Phoebe Gohs, Michigan Department of Education

E6 – Overview of the Grade 8-12 Assessment and the College Board
Fall and Spring assessment data from the 2020-2021 school year will be summarized. Preview of the 2022 administration, and future potential digital updates, will also be provided.
Theodore Gardella, College Board
Steve Reed, Michigan Department of Education

2:15 pm – 2:30 pm
Break - Lobby
The PM break to be provided as a contribution to the success of the conference.
F1 – Valuing Children’s Differences as Formative Assessment Opportunities
We know and value that children demonstrate their mathematical understandings in a variety of ways, but how do we also leverage those differences to inform instruction? In this session we will dig into the Essential Instructional Practices for Early Mathematics to understand the asset-based approach to the formative assessment process. This session will provide attendees opportunities to see formative assessment in the early elementary mathematics classroom from a new or refined lens.

Kristi Hanby, Wayne RESA
Rusty Anderson, Kent ISD and Early Math Task Force

F2 – To Grade or not to Grade…or better yet how to Grade Better!
Due to Covid-19, districts were forced to do things much differently than in the past. For many, grading was one of those things. During the pandemic, districts realized that many traditional grading practices were more and/or less effective than others and shifted their thinking around their vision of grading to include practices that lead to increased equity and support for student learning. This session will explore these practices and the resulting impact in one local school district.

Ellen Vorenkamp, Wayne RESA
Michelle Baker-Herring, Southgate Community School District

F3 – Michigan Merit Exam Test Administration Updates
This session will provide updates and any changes to the MME related to test administration, including the SAT with Essay, ACT WorkKeys, and M-STEP. Representatives from MDE, College Board, and ACT will be available to discuss updates and answer questions.

Steve Reed, Michigan Department of Education
Kate Cermak, Michigan Department of Education
Sarah Thaler, College Board

F4 – Where does SEL information fit in a balanced assessment system?
This session takes into account one district’s use and understanding of information collected about students’ social emotional status and learning and the connection to how and where we collect information about academic status and learning in order to support development of the whole child.

Dina Rocheleau, Glen Arbor Community Schools

F5 – Accountability Update 2021-22
This session will provide updates to Michigan’s School Index and School Grades accountability and reporting systems. Some time may be spent on prognosticating future accountability developments.

Chris Janzer, Michigan Department of Education
Chad Bailey, Michigan Department of Education

F6 – Maximizing Time with Data Protocols
Data-based decision making doesn’t happen on its own. The use of protocols can help to move from simply having data to intentional action that can impact learning in classrooms and schools. Protocols are important to not only maximize time, but also because they can encourage and promote positive cultures. This session will highlight how data protocols have been communicated, implemented, and used in two districts.

Wendy Osterman, Clarkston Community Schools
Gary van Staveren, Oxford Community Schools

3:45 pm
Conference Adjourns
## Participant Information (Please print)

- Ms.  
- Mr.

**PIC:**

Name: 

Position: 

District/Company: 

Address: 

City/State/Zip: 

Email (required): 

Phone number: 

Student ID# (if applicable): 

Special requests (vegetarian meals, food allergies, interpreter, wheelchair, etc.): 

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## Main Conference Session Selection

**Wednesday, February 23, 2022**

- **10:45 am - Noon • A Clinics**
  - A1  
  - A2  
  - A3  
  - A4  
  - A5  
  - A6  

- **1:45 – 3 pm • B Clinics**
  - B1  
  - B2  
  - B3  
  - B4  
  - B5  
  - B6  

- **3:15 – 4:30 pm • C Clinics**
  - C1  
  - C2  
  - C3  
  - C4  
  - C5  
  - C6  
  - C7  

**Thursday, February 24, 2022**

- **10:45 am - Noon • D Clinics**
  - D1  
  - D2  
  - D3  
  - D4  
  - D5  
  - D6  

- **1 – 2:15 pm • E Clinics**
  - E1  
  - E2  
  - E3  
  - E4  
  - E5  
  - E6  

- **2:30 – 3:45 pm • F Clinics**
  - F1  
  - F2  
  - F3  
  - F4  
  - F5  
  - F6  

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## Conference Registration

**Tuesday, February 22, 2022 - Workshop Registration**

- Attending any Full or Half-Day Workshop(s) $100 ($120*) 
  
**Full-Day Workshops • 9 am – 4 pm**

- WS-1  

**Half-Day Workshops • 9 am - Noon**

- WS-2  
- WS-3  
- WS-4  
- WS-5  

**Half-Day Workshops • 1 – 4 pm**

- WS-6  
- WS-7  
- WS-8  
- WS-9  

**Wednesday and Thursday, February 23-24, 2022 Main Conference Registration**

- Main Conference Registration - $200 ($225*) 
  
- Full-Time Student Fee (Student ID # required) Wednesday and Thursday - $60 
  
- I would like SCECHs for an additional fee of $25.00 

**Grand Total:** $________

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## Payment Information

- Check enclosed payable to MASA
- Visa  
  
- MasterCard
- American Express

Name on card: 

Card #: 

Expiration date:  

CSV: 

Signature: 

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A $25 service fee will be retained for cancellations. No refunds are given for cancellations within two weeks of the event or because of inclement weather, unless the weather results in the cancellation of the day(s) of the conference for which you are registered. If you find that you are unable to attend the conference, you may send a substitute in your place. Payment must be received by the date of the event or an invoice including the $25 late fee will be assessed. Pre-registration is strongly recommended. Drop-in registration will be accepted only on space availability basis.

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