Learn Share & Discover

Information and ideas about student assessment

2018

MICHIGAN SCHOOL TESTING CONFERENCE

February 13 – 15, 2018
Kensington Hotel
Ann Arbor, MI

In cooperation with:

SCHOOL OF EDUCATION
UNIVERSITY OF MICHIGAN

CONFERENCE & EVENT SERVICES
UNIVERSITY OF MICHIGAN
Dear Educator,

Welcome to the 58th annual Michigan School Testing Conference. The Conference Planning Committee has once again provided a program designed to meet a wide variety of needs for information and ideas about student assessment. We are most grateful to them for their efforts.

The 2018 conference program again features workshops, general sessions, and some three-dozen breakout clinics on a wide variety of assessment topics. Again this year, workshops will be held on Tuesday, February 13, followed by the two-day conference on Wednesday and Thursday, February 14-15. The workshops address issues in a more extensive, hands-on manner than is possible within a 75-minute clinic. Brief descriptions of the workshops and conference sessions can be found elsewhere in the program. SCECH credits are available to workshop participants again this year. Details are provided in the program.

Please be sure to visit the exhibits during your time with us. You will find the exhibit area immediately outside the ballroom doors. We want to extend our thanks to the exhibitors and event sponsors who are an integral part of our conference program. Because of their support we have been able to hold the line on registration costs again this year.

We also want to thank the many people who make the conference possible: our general session speakers, our workshop and clinic presenters, our sponsors, the hotel staff, the Michigan Association of School Administrators, and the University of Michigan Conference Services. Special thanks go out to Dean Elizabeth Moje, Ed Silver, and the University of Michigan’s School of Education, our conference sponsor.

Most of all, I want to thank you on behalf of the Planning Committee for your participation in the 2018 Michigan School Testing Conference. I trust you will find your time with us is well spent and will return next year to our 59th MSTC. Thankfully, a number of valued colleagues help make the conference possible. We all strive to continue to realize the vision Frank Womer set so many years ago.

Edward Roeber
MSTC Conference Director
Harvey Czerwinski ................................................................. Macomb ISD
Kathy Dewsbury-White ................................. Michigan Assessment Consortium
David Dugger ..................................................... Washtenaw Michigan Educational Options Consortium
Jonathon Flukes ................................................................. Oakland Schools
Amelia Gotwals ............................................................. Michigan State University
Jim Gullen............................................................ Consultant
Tracy Horodyski ................................................... 2016-17 Michigan Teacher of the Year
David Judd .............................................................. Michigan Department of Education
Joseph Martineau .......................................................... Center for Assessment
Marjorie Mastie .......................................................... Consultant, Educational Assessment
Jennifer McFarlane ..................................................... Romeo Community Schools
Andy Middlestead ............................................................. Michigan Department of Education
Kathleen Miller .......................................................... Clinton County/Shiawassee RESD
Terri Portice .............................................................. Reeths-Puffer Schools
Mark Reckase .............................................................. Michigan State University
Ed Roeber .............................................................. Director, MSTC
Ed Silver .............................................................. University of Michigan
Dave Treder .............................................................. Genesee ISD
Ellen Vorenkamp .............................................................. Wayne RESA
Kristy Walters ............................................................. Corunna Public Schools
Sara Whitford ............................................................. Forest Hills Public Schools
Kim Young .............................................................. Michigan Department of Education

Ex-officio
Terry Davidson .............................................................. Director Emeritus, MSTC
George Grisdale .............................................................. Director Emeritus, MSTC
Phil Kearney .............................................................. University of Michigan
Bill Mehrens .............................................................. Emeritus Professor, Michigan State University
Elizabeth Moje .............................................................. Dean, University of Michigan, School of Education
Many Thanks to Our 2018 Event Sponsors!

We simply could not present this conference without their help.

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| RENAISSANCE® |

| CollegeBoard |

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The Michigan School Testing Conference would also like to acknowledge the Kensington Hotel for their continued service and dedication to excellent customer service.

In Cooperation With:

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## SCHEDULE AT-A-GLANCE

### Tuesday, February 13, 2018

- **8:00 am - 8:30 am**  
  Continental Breakfast  . . . . . . . . . . . . . . . . . Grande Foyer

- **8:30 am - 11:45 am**  
  Workshop 1-2; 3-4

- **10:00 am - 10:15 am**  
  Break  . . . . . . . . . . . . . . . . . . . . . . . Grande Foyer

- **11:45 am - 12:45 pm**  
  Buffet Lunch  . . . . . . . . . . . . . . . . . . . . . Westminster

- **12:45 pm - 4:00 pm**  
  Workshops 1-2 (continuing); 5-6

- **2:00 pm - 2:15 pm**  
  Break  . . . . . . . . . . . . . . . . . . . . . . . Grande Foyer

### Wednesday, February 14, 2018

#### (Continued)

- **1:45 pm - 3:00 pm**  
  B Clinics

- **3:00 pm - 3:15 pm**  
  Break / Refreshments / Visit Exhibits  . . . . . . . . . . . . . . . . . . . . . . . Grande Foyer

- **3:15 pm - 4:30 pm**  
  C Clinics

- **4:30 pm - 6:00 pm**  
  Reception  . . . . . . . . . . . . . . . . . . . . . . . Grande Foyer

- **Evening**  
  Dinner (on your own) Area Restaurants

### Thursday, February 15, 2018

- **8:00 am - 4:30 pm**  
  Registration  . . . . . . . . . . . . . . . . . . . . . . Library

- **8:00 am - 8:50 am**  
  Continental Breakfast  . . . . . . . . . . . . . . . . . Grande Foyer

- **9:00 am - 10:05 am**  
  General Session  . . . . . . . . . . . . . . . . . . . . . Grande Ballroom

- **10:05 am - 10:20 am**  
  Break / Refreshments / Visit Exhibits  . . . . . . . . . . . . . . . . . . . . . . . Grande Foyer

- **10:20 am - 11:35 am**  
  D Clinics

- **11:35 am - 12:00 pm**  
  Visit Exhibits  . . . . . . . . . . . . . . . . . . . . . Grande Foyer

- **12:00 pm - 12:45 pm**  
  No-Speaker Lunch  . . . . . . . . . . . . . . . . . . . . . . Grande Ballroom

- **12:45 pm - 1:00 pm**  
  E Clinics

- **1:00 pm - 2:15 pm**  
  Break / Refreshments / Visit Exhibits  . . . . . . . . . . . . . . . . . . . . . . . Grande Foyer

- **2:15 pm - 3:45 pm**  
  F Clinics

- **3:45 pm**  
  Conference Adjourns
The path to college should be clear.

To learn about the Michigan SAT®, PSAT™ 10, and PSAT™ 8/9 (available to 8th graders in 2018-19), email tgardella@collegeboard.org.
Four half-day and two full-day workshops are being offered this year on Tuesday, February 13. These workshops deal with a variety of assessment issues that require “hands-on” experience and demand more than the 75 minutes available in the conference clinics. Registration for these workshops is separate from registration for the conference itself.

Meals are included in the workshop registration fees. 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 — Grande I**
Everything New Test Coordinators Need to Know but Didn’t Know to Ask
In this workshop, the MDE Office of Educational Assessment and Accountability (OEAA) team will provide an overview of how to successfully plan and administer the Spring 2018 statewide assessments, including M-STEP, MME, MI-Access, WIDA, and Early Literacy & Mathematics Benchmarks. Discussion and activities will cover the “typical” 2018 assessment cycle from start (i.e., the pre-identification process) through finish (i.e., reporting and accountability). Bring your computer and Secure Site access credentials to participate using your own data.

This session will provide attendees with information and ideas that they can use to consider how to focus and streamline student assessment in their districts and schools, and how to use different types of assessment that will promote student learning and achievement.

*Phoebe Gohs, Michigan Department of Education*
*Tina Foote, Michigan Department of Education*
*Kate Cermak, Michigan Department of Education*

**WS 2 — Conservatory**
Using Formative Assessment Practices with Students with Disabilities
When implemented effectively, formative assessment is a powerful tool that can significantly improve student learning. Learn how to confidently use key formative assessment strategies—planning, use of learning targets, gathering evidence of student understanding, formative feedback, and learning and instructional decisions—and then how to use them to accommodate students with disabilities with a variety of needs and characteristics. This workshop will also discuss professional learning strategies that districts and schools can use to support teachers in this work. It is based on materials developed by the Assessing Special Education Students (ASES) and Formative Assessment for Students and Teachers (FAST) groups of the Council of Chief State School Officers. Learner outcomes include that participants will be able to:

- Learn what formative assessment is and what it isn’t.
- Understand key formative assessment strategies such as focusing on sharing learning targets and criteria for success, giving effective feedback, and using student self-assessment and goal-setting.
- Adapt formative assessment strategies appropriately for students with disabilities who have a variety of needs and characteristics.
- Understand the professional learning strategies that districts and schools can use to support teachers in using formative assessment with all students.

Learn how to confidently use key formative assessment strategies—planning, use of learning targets, gathering evidence of student understanding, formative feedback, and learning and instructional decisions—and then how to use them to accommodate students with disabilities with a variety of needs and characteristics.

*Tammy Gardner, Monroe ISD*
*Edward Roeber, Michigan Assessment Consortium*
*Ellen Vorenkamp, Wayne RESA*
8:30 am – 11:45 am
AM Conference Workshops

WS 3 — Grande II
Using Charts and Graphs to Communicate Data: What Works Best for Different Types of Data?
Presenting data effectively leads to people actually reading our data and reports. When we can engage people with intentional reporting, our audience will be more engaged and able to make data driven decisions. Grounded in visual processing theory, the principles discussed will enhance attendees’ ability to communicate more effectively with peers, colleagues, and clients through a focus on the proper use of color, arrangement, graphics, and text when developing data visuals. You will walk away knowing the anatomy of a good visualization, and will have more tools to better design your PowerPoint presentations, reports, fact sheets, dashboards, and conference posters.
Jennifer R. Lyons, Evergreen Data

WS 4 — Grande III
Tools & Resources to Develop a Learning-Focused District Assessment System
This session is intended to provide participants with resources to work with district policymakers, teachers, and administrators in designing, developing, and beginning the implementation of a feasible and coherent district assessment system. This session will cover the following:

- Resources for designing a coherent system, including the following:
  - Simple primers on formative assessment and more broadly, on the various types and uses of assessment to prepare policymakers for high-level discussions and to ground all stakeholders in the basics.
  - A new tool designed to engage district leadership (e.g., superintendent, select central office staff, select principals, select teachers) in prioritizing the purposes of assessment, leading to a summary of the types and timings of assessment needed to serve the prioritized purposes.
  - Several versions of a schematic showing how the various components of a coherent assessment system relate to and are informed by other components of the system to help in designing a similar schematic for the proposed district system.
  - A description of the process of using the three resources above to conduct a series of design workshops.

- Resources for designing and implementing professional learning to enhance the likelihood of successful implementation, including the following:
  - A framework used by a regional service agency taking a deep professional learning dive into assessment literacy for role-alike groups (e.g., teachers or administrators).
  - Materials used in the professional learning activities.
  - Key challenges that must be addressed in planning.
  - Key strategies for planning and implementing successful professional learning in this arena.

- A voice of experience from a regional service agency assessment specialist who has worked with districts to design and implement district assessment systems, covering the following key challenges that must be planned for in:
  - Working through the initial design phase.
  - Working through the initial implementation phase.
  - Maintaining a system over time.
  - Strategies for addressing key challenges.

Joseph Martineau, Center for Assessment
Jonathan Flukes, Oakland Schools
Ellen Vorenkamp, Wayne RESA
11:45 am – 12:45 pm
Lunch

12:45 pm – 4:00 pm
PM Conference Workshops

WS 5 — Grande II
FAME 2.0 – Mission Possible!
This session will share with participants the revised components of the FAME formative assessment process. In a hands-on, interactive session, participants will begin to understand the process and its impact on student learning and teacher practice.
LeeAnn Moore, Calhoun ISD
Kimberly Young, Michigan Department of Education

WS 6 — Grande III
MDE wants YOU: Utilizing Local Educator Expertise for State Assessment Development
MDE relies on the expertise of Michigan educators to create, develop, and improve the State of Michigan assessments. This session will provide examples of the assessment development process through the lens of the new science assessment.
TJ Smolek, Michigan Department of Education

PEG Writing®, the web-based formative assessment program from Measurement Incorporated®, improves student writing through practice, feedback, and guided instructional support. PEG®, our industry-leading automated essay scoring engine, is the power lying behind our contemporary, intuitive interface.

With PEG Writing, teachers can:
• Assign prepackaged prompts or create their own
• Provide students with immediate feedback on six different traits of writing via the PEG engine
• Offer students unlimited essay revision
• Collaborate easily with students and other teachers
• Provide their own detailed feedback as students practice skills
• View real-time reports on student progress.

All in one place. All at the same time.

For more information visit our PEG Writing representative in the exhibit space or visit pegwriting.com
8:00 am – 4:30 pm  
Registration — Library

8:00 am – 4:30 pm  
Conference Exhibits — Grande Foyer

8:00 am – 8:50 am  
Continental Breakfast

The continental breakfast is provided by NWEA as a contribution to the success of the conference. Thanks to NWEA for helping to get the day off to a good start!

9:00 am – 10:05 am  
Opening Keynote — Grande Ballroom

Frank B. Womer Invitational Keynote

Made to be Broken: The Paradox of Student Growth Prediction

As testing orients around future outcomes such as college and career readiness, the models and language we use become increasingly predictive in nature. Are students on track to graduation, college attendance, college success, and a good job? There is a paradox underlying these questions: we want predictions to be both accurate and, ultimately, incorrect. If we predict a student will not graduate, that prediction should trigger an intervention that leads the student to graduate. In this presentation, I argue that predictive accuracy is overshadowing alternative criteria like transparency, appropriate incentives, and appropriate responses. I illustrate how overemphasizing prediction leads to inappropriate uses of student growth models, college readiness benchmarks, and teacher value-added models. Policymakers and practitioners should remember: Student growth predictions are only valid if they are wrong.

Andrew Ho, Professor of Education, Harvard University

10:05 am – 10:20 am  
Coffee Break/Visit Exhibits — Grande Foyer

10:20 am – 11:35 am  
A Clinics

A1 — Westminster I

A Conversation with Andrew Ho

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, Andrew Ho.

A2 — Conservatory

Assessment Literacy Learning Available Online

MAC has developed a series of modules available through Michigan Virtual (MV) that address foundational assessment topics reflecting the MI Assessment Literacy Standards (MAC, 2017). Sample topics available include: developing high-quality, balanced assessment systems, developing assessments, selecting assessments, understanding the formative assessment process, understanding technical concepts used in student assessment, and making meaning from student assessments. This session will highlight module resources currently available.

Kathy Dewsbury-White, Michigan Assessment Consortium
Molly Bruzewski, Edupaths & Michigan Assessment Consortium

A3 — Grande I

Update on MDE MI-Access Assessments

This workshop will focus on key issues related to Michigan’s Alternate Assessment based on Alternate Achievement Standards. ESSA updates, including Michigan’s approach to the 1% cap and key assessment administration issues, will be discussed as part of this workshop. This workshop is strongly suggested for those who are both new and experienced at giving the MI-Access assessments.

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

A4 — Grande III

Overview of MI-Learn Assessment Reporting System for Students, Parents, Educators

This session will give an overview of the Michigan Linked Educational Assessment Reporting Network (MiLearn). MiLearn allows students, parents, and educators to electronically access their state assessment results. This access is granted via authorization through the local Student Information System, making a second login unnecessary. By working with the Michigan Data Hubs, rostering data is used to update information on a nightly basis. Learn more about this forward thinking state system.

Tim Hall, Michigan Department of Education
Don Dailey, Kalamazoo RESA
A5 — Grande II
Designing Rubrics for Measuring Student Growth
This session will review the implications of teacher evaluations using different student growth rubrics. How to design a student growth rubric for a desired effect on teacher evaluations is a major topic to be covered.
Gary J. Collins, Esq., Collins & Blaha, P.C.
Lorie E. Steinhauser, Esq., Collins & Blaha, P.C.

A6 — Westminster II & III
Questioning Strategies to Engage Students
Participants will learn various practices and strategies to engage students in thinking about their thinking by using effective questioning techniques.
Ellen Vorenkamp, Wayne RESA

11:35 am – 12:00 pm
Visit Exhibits — Grande Foyer

12:00 pm – 1:30 pm
Luncheon and Speaker — Grande Ballroom
What’s Next with Michigan’s Assessments!?
During this lunch session, participants will hear about the latest and greatest in terms of where Michigan is going with its state summative assessment, the M-STEP, as well as any information about Michigan’s vision for a complete, comprehensive assessment system that includes interim or benchmark assessments, and formative assessment practices. The conversation will also include updates around ESSA, accountability, and a look at the tally board of how many RFPs the state has had to do in the last five years.
Andy Middlestead, Director, MDE Office of Educational Assessment & Accountability

The lunch is provided by College Board as a contribution to the success of the conference. Thanks to College Board for providing the opportunity for those in attendance to network and exchange ideas in an informal setting.

1:30 pm – 1:45 pm
Visit Exhibits — Grande Foyer

1:45 pm – 3:00 pm
B Clinics
B1 — Grande I
M-STEP Test Coordinator Update
Come join members of the Office of Educational Assessment and Accountability in a discussion of the Spring 2018 M-STEP. As the spring administration is quickly approaching, this session will focus on the activities, procedures, and resources that will help prepare you for a trouble-free test administration.
Kate Cermak, Michigan Department of Education
Phoebe Gohs, Michigan Department of Education

B2 — Grande III
ESSA Requirements for Assessment: What’s New, What’s Not, and What’s Still Unclear
The timeline of when recent federal assessment requirements became effective is long:
• 2005: NCLB Regulations and Peer Review go into effect
• 2009a: Suspension of Federal Peer Review
• 2009b: State Race to the Top State requirements for winners become effective no later than 2015
• 2009: Consortia Race to the Top Consortia requirements for participants become effective no later than 2015
• 2010: ESEA Flexibility requirements for participants become effective no later than 2015
• 2015a: NCLB Peer Review reinstated with new guidance
• 2015b: ESSA signed into law
• 2016: ESSA final Regulations issued
• 2017: Some ESSA final Regulations rescinded

Because of considerable overlap and considerable differences in these requirements, it can be confusing to know which of the requirements remain in effect, which were jettisoned, or which are new. This session will filter the muddied waters.
Joseph Martineau, Center for Assessment
Ed Roeber, Michigan Assessment Consortium

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B3 — Conservatory
How are State Assessments Created?
This session will provide an overview of the test development process: item writing basics, committee review of test items, and field testing, all of which culminates in blueprint and test map creation. Learn how Michigan educators have a vital role in this process, and ways in which you can get involved.
Linda Howley, Michigan Department of Education
Kyle Ward, Michigan Department of Education
Scott Koenig, Michigan Department of Education

B4 — Westminster I
Update on MDE WIDA Assessments
This session will provide an overview of the structure of the WIDA assessment system, as well as upcoming changes intended for the 2017-18 school year. Additional statewide data will be shared related to Michigan’s EL assessment performance.
Jen Paul, Michigan Department of Education
Dan Evans, Michigan Department of Education

B5 — Westminster II & III
What Do We Know about Professional Learning in Assessment Literacy and Why Should Administrators Care?
Ensuring that all educators have a comprehensive understanding of assessment and its role in student learning and achievement is a tough business. Professional associations like the Michigan Assessment Consortium (MAC) have begun advancing best practices in assessment and have also begun to decipher the elements of what assessment literacy is and what users of assessment (educators, parents, students, policymakers) should need to know and be able to do. This session will discuss the MAC Assessment Literacy Standards in terms of how two different organizations approached their professional learning around this topic, as well as how the new learning can be supported and propagated within a building/district.
Jonathan Flukes, Oakland Schools
Amy Olmstead-Brayton, Washtenaw ISD

B6 — Grande II
You Have PSAT/SAT Results – Now What?
Are you interested in learning how to interpret and use results from the PSAT/SAT tests? Would you like to use the results to inform everyday instructional practices in classrooms? Join the GELN (General Education Leadership Network) SAT Report Task Force subcommittee members to discuss how PSAT/SAT results can be used to inform instructional decisions. Participants will receive resources that can be used to analyze results and identify the cross-curricular skills students may need to improve student performance.
Emily McEvoy, Macomb ISD
Kathleen Miller, Shiawassee RESD

3:00 pm – 3:15 pm
Break/Refreshments/Exhibits — Grande Foyer

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More than half the schools in the US trust NWEA® solutions for the data they need to support student growth and achievement.

Start measuring what matters for your students at NWEA.org

Measuring What Matters™

nwea
3:15 pm – 4:30 pm

**C Clinics**

**C1 — Westminster II & III**

**The Landscape of Assessment Literacy Initiatives**

This session provides a survey of existing and emerging efforts to develop and sustain assessment literacy nationally. MAC will share the framework it is using to guide its efforts around assessment literacy. Additionally, this session will include the current U.S. landscape of tools, documents, programs, proposals and research efforts designed to advance each step of the state framework identified by MAC. Work from the National Center for Assessment and the National Task Force on Educator Assessment will be highlighted.

*Kathy Dewsbury-White, Michigan Assessment Consortium*
*Joseph Martineau, Center for Assessment*
*Amelia Wenk Gotwals, Michigan State University*

**C2 — Grande II**

**What Tools are Available to Help Students Succeed in High School and Prepare for College?**

This session will present the latest tools from the Khan Academy platform supporting Official Practice for the SAT suite of assessments, including essay scoring and feedback, and Teacher Tools. The session will also demonstrate Roadmap to Careers, a tool developed collaboratively by the College Board and Roadtrip Nation. Finally, the planning and exploration tools available through Big Future will be demonstrated. These tools have been demonstrated with Michigan’s College Access organizations for use in supporting students.

*Ted Gardella, College Board*
*Jason Feig, College Board*

**C3 — Grande III**

**Update on MDE Social Studies Assessments**

Michigan utilizes the vast talents of our social studies teachers to develop the summative social studies assessment. This session discusses the process of building the Social Studies M-STEP, item types, and what is new with this year’s development.

*Scott Koenig, Michigan Department of Education*

**C4 — Westminster I**

**FAME: Continuing to Build Formative Assessment Process Capacity in Michigan Classrooms**

FAME (Formative Assessment for Michigan Educators) is in its 10th year. As we begin to use a revised definition of formative assessment and reorganized content, what have we been learning about teacher and student use of the formative assessment process?

*Annlyn McKenzie, Muskegon ISD*
*Kimberly Young, Michigan Department of Education*

**C5 — Grande I**

**Update on the State’s Data Systems**

The new director of the MDE Office of P20 Data and Information Management will describe how the MDE data systems and data hubs will be aligned and streamlined. Introduction to the actionable data tools embedded in hubs will also be described.

*David Judd, Michigan Department of Education*
*Don Daily, Kalamazoo RESA*
*Mitchell Ribant, Michigan Department of Education*

**C6 — Conservatory**

**Analyzing game-based collaborative problem solving with computational psychometrics**

This session will present a comprehensive review of ACTNext/ACT’s work on analyzing evidence of collaborative problem solving using a unique game-based assessment from construct to results. This review incorporates work over two research studies using both a middle school cohort and adult research participants recruited through Amazon Mechanical Turk.

*Steve Polyak, ACTNext*
*Alina von Davier, ACTNext*

4:30 pm – 6:00 pm

**Reception — Grande Foyer**

This afternoon’s reception is provided by Measurement Incorporated as a contribution to the success of the conference. Thanks to Measurement Incorporated for providing the opportunity for conference attendees and presenters to visit with each other in a leisurely setting.

**Evening — Dinner on Your Own**

List of area restaurants located at http://www.visitannarbor.org
Conference organizers retain the right to change the schedule without notice to participants.

8:00 am – 4:30 pm
Registration — Library

8:00 am – 4:30 pm
Conference Exhibits — Grande Foyer

8:00 am – 8:50 am
Continental Breakfast — Grande Foyer
The continental breakfast is provided by Renaissance Learning as a contribution to the success of the conference. Thanks to Renaissance Learning for helping to get the day off to a good start!

9:00 am – 10:05 am — Grande Ballroom
General Session
Do Educational Assessments Yield Achievement Measurements?
A common interpretation of achievement test results is that they provide measures of achievement that are much like other measures that we commonly use such as height, weight, or the cost of goods. In a limited sense, such interpretations are correct, but there are some nuances to these interpretations that have important implications for the use of achievement test results. In this presentation, two different theoretical underpinnings for the interpretation of educational assessment results as measurements are contrasted.

One of these theoretical views comes from initial attempts in psychology to measure the amount of a trait that was exhibited by a person. The other theoretical view comes from early work in education to measure how much of a desired curriculum was acquired by students. There are times that these two views conflict with each other and lead test developers and policymakers to ask for the impossible. After summarizing the two theoretical positions, the areas of conflict will be discussed. Finally, recommendations for what can be done to clarify the issues and minimize the problems that result from using conflicting theoretical frameworks will be provided.

Mark Reckase, Distinguished Professor Emeritus, Michigan State University

9:00 am – 10:05 am — Grande Ballroom

10:05 am – 10:20 am — Grande Foyer
Coffee Break/Visit Exhibits

10:20 am – 11:35 am
D Clinics

D1 — Conservatory
A Conversation with Mark Reckase
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, Mark Reckase.

D2 — Grande I
Measuring Student Growth Made Easy
Participants will learn a new, user-friendly, step-by-step process that will permit an educator to measure student growth. In addition, the supplemental online material will be highlighted so that the process can be shared with one’s PLC, department or district. No advanced analytical education is required to learn the approach!

Joseph Musial, Wayne RESA

D3 — Westminster I
Formative Assessment in Mathematics: An Essential Component for System-wide Equitable Student Outcomes
Session participants will explore opportunities to leverage the essential role of formative assessment (FA) that is embedded, but not always visible, within powerful equity-based instructional frameworks, such as Rti, Mathematical Tasks Framework, classroom discourse, learning progressions, and others to improve student achievement system-wide. Among other unrealized opportunities, we will explore the attention given to the role of the students within the FA process and particular disciplinary needs of teachers implementing FA.

Valerie Mills, Oakland Schools
Edward Silver, University of Michigan

D4 — Westminster II & III
Effective Data Conversations within a PLC
This session is designed for any staff members who are part of data collection and PLCs. The different types of data that can be collected and how that data can be analyzed and utilized to adjust teaching and improve student learning will be discussed.

Kristy Walters-Flynn, Corunna Public Schools
D5 — Grande II
Update on MDE ELA Assessments
This session will provide information on any changes to the ELA M-STEP for spring 2018. In addition, a thorough review of the ELA item types and item specifications will be shared with attendees.
Linda Howley, Michigan Department of Education
Beth Boose-Johnson, Data Recognition Corporation

D6 — Grande III
MDE Secure Site Update
Users will be walked through the Secure Site for the purpose of the state assessments. The session will include some helpful hints along with instruction to help users navigate the site effectively.
Tina Foote, Michigan Department of Education

12:00 pm – 12:45 pm
No-Speaker Lunch
The lunch is provided by College Board as a contribution to the success of the conference. Thanks to College Board for providing the opportunity for those in attendance to network and exchange ideas in an informal setting.

12:45 pm – 1:00 pm
Visit Exhibits Grand Foyer

1:00 pm – 2:15 pm
E Clinics

E1 — Westminster I
Subscores: Fool’s Gold or Valuable Nuggets
Federal requirements have for many years mandated some form of subscore reporting. Their usefulness is a matter of debate amongst measurement experts. This clinic will consist of two presentations taking opposite sides on the issue:
• Reporting Subscore Results: Is “Because we have to …” a Sufficient/Convincing Reason?
• Reporting Subscore Results: Already Useful, But Let’s Make Them Better.
Dave Treder, Genesee ISD
Joseph Martineau, Center for Assessment
Jim Gullen, Macomb ISD

E2 — Grande II
Learning Progressions: Tools for Formative and Summative Assessment
Learning progressions describe the development of students’ understandings as intermediate steps or levels between a lower anchor (students’ incoming understandings) and an upper anchor (often standards). This session will discuss the practical implications of learning progressions for formative and summative assessment. Examples from science and mathematics will be used to illustrate how teachers can use learning progressions to support student learning.
Amelia Wenk Gotwals, Michigan State University
John P. Smith III, Michigan State University

E3 — Grande I
SAT/PSAT Update – PSAT Grade 8?
This session will provide the latest updates on the administration of the SAT as the College Entrance Examination portion of the MME, as well as the PSAT 10 and PSAT 8/9 in grade 9. The session will also provide a preview of how the PSAT 8/9 in grade 8 will be administered in spring of 2019.
Ted Gardella, College Board
Andrew Middlestead, Michigan Department of Education

E4 — Westminster II & III
Update on MDE Mathematics Assessments
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

E5 — Conservatory
How Many Students Need to Be Replaced to Change a Teacher’s Evaluation Based on Value-added? An Approach to Characterize the Uncertainty, Interpret and Make Use of Value-added
This study provides an approach not only to characterize the uncertainty of the value-added measures, but also to formalize the interpretation and to make use of value-added. Rather than adopt an abstract number or concept in statistics, this research will study value-added by asking the following question: how many students need to be changed to alter or invalidate the teacher evaluation based on value-added?
Qinyun Lin, Michigan State University
Ken Frank, Michigan State University
E6 — Grande III
Overview of MI-School Data Reporting
Join representatives from MDE and CEPI to learn about our new and updated student assessment reports on MI School Data. Attendees will learn about the new reports, how to use them, and more about what the data means.
Jessica Fenby, CEPI
Jen Paul, Michigan Department of Education

2:15 pm – 2:30 pm
Break/Beverages/Exhibits — Grande Foyer

2:30 pm – 3:45 pm
F Clinics

F1 — Conservatory
Assessment Literacy for Teachers
What does it mean for teachers when they are assessment illiterate? How do we get teachers to become assessment literate? This session will explore these questions, present a set of standards that all teachers need to embrace, and provide practical ideas to help all teachers become literate in the area of assessment.
Kathy Dewsbury-White, Michigan Assessment Consortium
Ellen Vorenkamp, Wayne RESA

F2 — Westminster II & III
How to Assess Key Academic Behaviors (Soft Skills) and College Readiness – A 20-year Perspective
This presentation summarizes 20 years of work in assessing college readiness behaviors of high school students. Research and the practical experience of supervising over 110,000 dual enrollment credit hours since 1997 has provided the presenters with a unique perspective on how to prepare every student to succeed in the post-secondary environment.
David Dugger, Washtenaw Educational Options Consortium, Eastern Michigan University
Ellen Fischer, Early College Alliance, Eastern Michigan University

F3 — Grande I
MDE Accountability Update
The passage of the Every Student Succeeds Act, along with the adoption of strategies and goals of making Michigan a Top 10 education state in 10 years makes a new accountability system necessary. This session will provide a detailed overview of Michigan’s new accountability system.
Chris Janzer, Michigan Department of Education
Chad Bailey, Michigan Department of Education

F4 — Grande II
Good News and Great News: The New Michigan Science Assessment
This session will describe getting MSSy — designing new assessments for the Michigan Science Standards (MSS).
TJ Smolek, Michigan Department of Education

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F5 — Westminster I
M-STEP (and MI-Access and Early Literacy & Mathematics Benchmark) Reporting Overview
Come join members of the Office of Educational Assessment and Accountability (OEAA) for an overview of available score reports on the Dynamic Score Reporting Site. Learn what reports are available and appropriate uses of them.
Kate Cermak, Michigan Department of Education
Phoebe Gohs, Michigan Department of Education

F6 — Grande III
Teachers Going Gradeless: Why Teaching and Learning can be Better When We Grade Less
What if you knew that some aspect of education damaged students’ motivation, growth mindset, relationships with their teachers, and performance on standardized exams? Wouldn’t you do everything in your power to eliminate or at least limit these impacts? And yet we now know that these are all effects of grading. Arthur Chiaravalli, co-founder of Teachers Going Gradeless, explores these effects and provides viable alternatives for more humane, effective approaches to assessment, feedback, and reporting that move students forward in their learning.
Arthur Chiaravalli, Teachers Going Gradeless

3:45 pm
Conference Adjourns

SCECH Credit for Michigan School Testing Conference
A. Obtain a SCECH form from the MSTC Registration Table, complete it, and return it to the MASA representative at the MSTC Registration Table along with the $25.00 fee at the completion of the Conference.

B. Initial and fill in the name of the sessions you attend.

C. SCECHs will be provided by MASA for those attending the pre-conference and/or the two-day conference. This conference qualifies for 3-16 SCECHs.

D. An online evaluation will be emailed to you after the event. Please complete the evaluation within 30 days of receiving the email to get the SCECH credit.

E. After you complete the evaluation, the credit will be posted to your transcript in MOECS.

Audio in MP3 Format Available
Most presentations will be recorded. We will be placing the conference general sessions and most of the clinic sessions on a server for the participants to download. An email blast will be sent to all participants with appropriate directions on how to download.

The approximate date they will be available will be March 1, 2018. These will be available for 6 weeks only.

Look for the Repeat Performance exhibit table in the Grande Foyer during the conference.

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ACT is a nonprofit organization providing a continuum of integrated, research-based assessment solutions that align with our mission of helping people achieve education and workplace success.

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The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world’s leading educational institutions and is dedicated to promoting excellence and equity in education.

Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT and the Advanced Placement Program. The organization also serves the education community through research and advocacy on behalf of students, educators and schools. The College Board — Clearing a path for all students to own their future.

CURRICULUM ASSOCIATES
Curriculum Associates is an education company committed to making classrooms better places for teachers and students. Our research-based, award-winning products, including i-Ready®, Ready®, BRIGANCE® and other programs provide teachers and administrators with flexible resources that deliver meaningful assessments and data-driven, differentiated instruction for children.

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For decades, DRC has maintained a tradition of excellence in educational assessment publication, administration, and reporting. DRC offers educational assessments for the pre-K, K–12, and adult education markets, across the U.S. and internationally. DRC customers include state and national government agencies; public, private, charter, and faith-based schools and districts; and other educational organizations. The company is a leader in transitioning states to online testing via its DRC INSIGHT™ Online Learning System. DRC INSIGHT is a secure, powerful, and highly reliable online testing engine that delivers millions of computer-based assessments all across the nation. DRC delivers custom, K–12 statewide assessment projects for 21 states and the WIDA consortium (39 states). For more information on DRC, visit www.datarecognitioncorp.com.
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MEASURED PROGRESS

Measured Progress, a not-for-profit organization, is a pioneer in authentic, standards-based assessments. For more than 30 years, we have been connecting the K–12 educational community with innovative and flexible assessment solutions. Our goal is to provide meaningful information about student progress to improve teaching and learning.

MEASUREMENT INCORPORATED

Measurement Incorporated (MI) is an employee-owned corporation and leading provider of customized educational assessment services for state governments, other testing companies, and various organizations. Since its founding, MI continues to uphold its reputation as an industry leader in providing performance assessment scoring services, developing assessment methodologies, and providing innovative solutions for all testing needs. Currently, Measurement Incorporated is an administration, scoring, and reporting contractor for the Michigan Student Test of Educational Progress (M-STEP) and for Michigan’s alternate assessment program (MI-Access). Measurement Incorporated is also a reporting contractor for the Early Literacy and Mathematics Benchmark Assessments.
EXHIBITOR/SPONSOR PROFILES

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**MICHIGAN ASSESSMENT CONSORTIUM**
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- Providing professional development.
- Producing and sharing assessment tools and products.
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Renaissance® is the leader in K-12 learning analytics—enabling teachers, curriculum creators, and educators to drive phenomenal student growth. Renaissance’s solutions help educators analyze, customize, and plan personalized learning paths for students, allowing time for what matters—creating energizing learning experiences in the classroom. Founded by parents, upheld by educators, and enriched by data scientists, Renaissance knows learning is a continual journey—from year to year and for a lifetime. Our data-driven, personalized solutions are currently used in over one-third of U.S. schools and more than 60 countries around the world. For more information, visit www.renaissance.com.