Learn Share & Discover
Information and ideas about student assessment

In cooperation with:

MICHIGAN SCHOOL TESTING CONFERENCE
February 12-14, 2019
Sheraton Ann Arbor Hotel

CONFERENCE & EVENT SERVICES
UNIVERSITY OF MICHIGAN

SCHOOL OF EDUCATION
UNIVERSITY OF MICHIGAN

MI Education Events Network
Dear Educator,

Welcome to the 59th 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 2019 conference program again features workshops, general sessions, and some three-dozen breakout clinics on a wide variety of assessment topics. Workshops will be held on Tuesday, February 12, followed by the two-day conference on Wednesday and Thursday, February 13-14. 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 in this 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 maintain 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, Danielle Bach and Phil Marrah, Michigan Association of Superintendents & Administrators and Sue Schaefgen, University of Michigan Conference Services. Special thanks go out to Dean Elizabeth Moje and Edward Silver, as well as The University of Michigan School of Education, the conference sponsor. Support for the conference is provided by the Michigan Assessment Consortium.

On behalf of the Planning Committee I want to thank you for your participation in the 2019 Michigan School Testing Conference. I trust you will find your time with us is well spent and will return next year to our 60th MSTC. A number of valued colleagues help make the conference possible. We all strive to continue to realize the vision that Frank Womer set for the MSTC so many years ago.

Edward Roeber
MSTC Conference Director
Harvey Czerwinski .......................... Macomb ISD
Kathy Dewsbury-White .................... Michigan Assessment Consortium
David Dugger ................................. Washtenaw Educational Option
Jonathan Flukes .............................. Oakland Schools
Amelia Wenk Gotwals ...................... Michigan State University
Jim Gullen .................................. Consultant
David Judd ................................ Michigan Department of Education
Joseph Martineau ........................... Center for Assessment
Marjorie Mastie .............................. Consultant
Andy Middlestead .......................... Clinton County/Shiawassee RESD
Kathleen Miller .............................. Reeths-Puffer Schools
Terri Portice ................................ Michigan State University
Mark Reckase ................................. Michigan State University
Edward Roeber .............................. Director, MSTC
Edward Silver .............................. University of Michigan
Dave Treder ................................. Genesee Intermediate School District
Ellen Vorenkamp .............................. Wayne RESA
Kristy Walters .............................. Corunna Public Schools
Sara Whitford ............................... Forest Hills Public Schools
Kim Young ................................ Michigan Department of Education

Ex-officio
Elizabeth Birr Moje ........................ Dean, University of Michigan, School of Education
Danielle Bach ................................. MASA
Phil Marrah ................................. MASA
Sue Schaefgen ............................... University of Michigan Conference & Event Services

Emeritus
Terry Davidson ............................. Director Emeritus, MSTC
George Grisdale ........................... Director Emeritus, MSTC
Many Thanks to Our 2019 Event Sponsors!
We simply could not present this conference without their help.

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The Michigan School Testing Conference would also like to acknowledge the Sheraton of Ann Arbor Hotel for their service and dedication to excellent customer service.

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# SCHEDULE AT-A-GLANCE

## Tuesday, February 12, 2019

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To learn about the Michigan SAT®, PSAT™ 10, and PSAT™ 8/9 (available to all 9th graders and required for all 8th graders in the spring of 2019), Email tgardella@collegeboard.org
One full-day and five half-day workshops are being offered this year on Tuesday, February 12. 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 clinic sessions. 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.

The following are brief descriptions of this year’s workshops:

**8:00 am – 8:30 am**  
Continental Breakfast Lobby

**8:30 am – 4:00 pm**  
Full-Day Conference Workshops

### WS 1 — Michigan I  
Testing 101 for New Coordinators

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 2019 statewide assessments, including M-STEP, MME, MI-Access, WIDA, and Early Literacy & Mathematics Benchmarks. Discussion and activities will cover the 2019 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.

*Tina Foote, Michigan Department of Education*

*Phoebe Gohs, Michigan Department of Education*

*Kate Cermak, Michigan Department of Education*

*Jen Paul, Michigan Department of Education*

*John Jaquith, Michigan Department of Education*

*Dan Evans, Michigan Department of Education*

*Tim Tahaney, Michigan Department of Education*

*Steve Reed, Michigan Department of Education*

*Pietro Semifero, Michigan Department of Education*

*Sarah Thaler, The College Board*

### WS 2 — Grand II  
Moving from Needs to Actions: Assessing Needs of the “Whole Child” to Positively Impact Your Continuous Improvement Efforts

This session will provide participants an opportunity to think from a system’s perspective and shift from using individual isolated datasets to a more comprehensive process focused on the whole child. There will be opportunities to identify the variety of data sets that could be used and to learn about various tools a school/district may access to assess needs. Participants will be provided connections between the whole child philosophy and continuous improvement efforts to ultimately improve success for all students.

*Kathleen Miller, Shiawassee RESD*

*Emily McEvoy, Macomb ISD*

*Michigan Department of Education Representative*

### WS 3 — Grand III  
Blended Learning to Increase Assessment Literacy

The Michigan Assessment Consortium (MAC) has developed eight Assessment Learning Modules (ALMs). The modules introduce a learner to the fundamental concepts and principles that support the development of an assessment literate educator (teacher, administrator, and education policymaker). The ALMs, while initially designed for individual online learners progressing at their own pace, are being used to facilitate successful district and building assessment improvement and implementation efforts, as well as to support individuals and groups of educators seeking to increase their own knowledge of assessment literate practice. Participants will:

- Be introduced to the topics, content, and select instructional activities and resources in the Assessment Learning Modules

- Engage in demonstration of facilitated activities and formats used to engage learners in a blended learning model

- Obtain concrete examples from one district using the ALMs in a blended professional learning format to support inductees and their mentors

- Have an opportunity to outline a plan for use of the ALMs in a blended format for the participant’s own district

- The Assessment Learning Modules are available for SCECH credit at Michigan Virtual https://plp.mivu.org/Registration.aspx?c=17

*Lisa Lockman, Wexford Missaukee and Manistee ISDs & MAC Board Member*

*Terri Portice, Reeths Puffer School District & MAC Board Member*

*Ellen Vorenkamp, Wayne RESA & MAC Board Member*
11:45 am – 12:45 pm
Lunch — Michigan II-V

Lunch Sponsor — Lunch is provided by Renaissance, as a contribution to the success of the conference. Thanks to Renaissance for providing the opportunity for those in attendance to network and exchange ideas in an informal setting during the luncheon hour.

RENAISSANCE®

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

WS 4 — Grand I
Data, Data, Everywhere – What Can I Do with State Level Accountability & Assessment Data?
This is a hands-on session designed for beginning Excel users that are not familiar with Michigan’s Assessment and Accountability data found on the OEAA Secure Site as well as the student level and aggregate data that can be found on MI School Data. Local practitioners and a member of the MDE Office of Educational Assessment and Accountability (OEAA) will provide an overview of how schools can access and use state assessment and accountability data at the student level. Participants will develop an understanding of the data included in the files and what the data represents. There will be an opportunity for participants to work with their own data files. Participants will need to bring a laptop, login information for the OEAA Secure Site and MI School Data specifically, and should have access to Excel 2010 or a later version to be able to participate on the hands-on portions of the workshop. Google Sheets and Office 365 Excel will not be supported during this workshop.

Kathleen Miller, Shiawassee RESD
Emily McEvoy, Macomb ISD
Matt Gleason, Michigan Department of Education

WS 5 — Grand II
Designing a District Assessment System – With Intention
This workshop provides case stories from districts who piloted a process using a toolkit that engages a district team in identifying the various purposes for assessment, evaluating these against the values and aims the district holds for students, auditing current practice and making plans to achieve a district assessment system that meets all users’ needs well (including students).
Participants will:
• Explore the District Assessment System Design Toolkit
• Hear about lessons learned about engaging in this work from K-12 pilot districts
• Become aware of resources and models to guide customized K-12 district work for those interested in pursuing balanced assessment systems and effective assessment practices

Jeff Dinkelmann, Novi Community School District
Jonathan Flukes, Oakland Schools
Joseph Martineau, Center for Assessment
Wendy Osterman, Bloomfield Hills Schools
Daniel Patterson, Dearborn Public Schools
Steven Snead, Oakland Schools

WS 6 — Grand III
How Do PLCs Engage in Effective, Collaborative Conversation Around Classroom Assessment Evidence? Let Me Count the Ways.
The focus of every PLC should be on student learning. Having engaging, meaningful conversations on how kids learn and how teachers affect learning is why PLCs can be such a powerful professional learning opportunity. This session will provide several protocols that PLCs can engage in to begin the conversation and really examine classroom assessment evidence.

Ellen Vorenkamp, Wayne RESA
Wednesday  February 13, 2019

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

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

8:00 am – 5:00 pm
Conference Exhibits — Lobby

8:00 am – 8:50 am
Continental Breakfast — Lobby
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 Address — Michigan I-V

Early Literacy Development in Children Age 3 to Grade 3
The importance of early literacy is well recognized, but the breadth and depth of knowledge and skills needed for strong early literacy achievement often is not. In this presentation, Nell Duke will identify specific knowledge and skills that contribute to early literacy achievement and discuss experiences, instruction, and assessments that can help foster the development of these skills.

Nell K. Duke
Professor
University of Michigan School of Education

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

GET A CLEAR PICTURE OF STUDENT LEARNING

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10:20 am – 11:35 am
A Clinics

A1 — Grand I
A Conversation with Nell Duke
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, Nell Duke.

A2 — Petit Ballroom I
MI-Access Update
This clinic will focus on key issues related to Michigan’s Alternate Assessment based on Alternate Achievement Standards. Assessment selection, 1% cap issues, and key assessment administration issues will be discussed as part of this session. This clinic 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

A3 — Petit Ballroom II
Formative Assessment Practice Supports BOTH the Early Literacy Essentials and Early Mathematics Practices
Michigan is building the capacity of teachers who work with young children to set a strong foundation in mathematics and literacy. This work is occurring through the MAISA Early Literacy and Early Mathematics Task Forces. This session highlights:

- The intersections between formative assessment and the Early Literacy and Mathematics Essentials.
- Where and how the Early Literacy and Early Mathematics Essentials use the formative assessment process and necessary practices that advance and support learning.

Kathy Peasley, Gratiot Isabella RESD/Co-Chair, MAISA Early Math Taskforce
Tara Kintz, Michigan Assessment Consortium
Naomi Norman, Washtenaw ISD/Co-Chair, MAISA Early Literacy Taskforce

A4 — Michigan III-V
Engaging Learners with Effective Questioning Practices
Questioning is a powerful tool to use with learners to help them gauge where they are in their learning process. Using questioning effectively takes some purposeful and thoughtful intention. This session will explore techniques that will take teachers’ questioning practices to new heights.

Ellen Vorenkamp, Wayne RESA

A5 — Grand III
Measuring College Readiness
This session provides an operational definition of college readiness and outlines possible ways to measure dimensions of this definition (cognitive strategies, content knowledge, academic behaviors, contextual skills and awareness), and then attempts to answer the question, “Do we have model secondary school options in Michigan, preparing students successfully to be college ready?”
David Dugger, Washtenaw Educational Options

A6 — Grand II
Systems Approach to Creating and Maintaining a Balanced Assessment System
The session will focus on distinguishing between assessments “for” and “of” learning. Gain practical ideas on how to balance the use of summative, interim, and formative assessment in a district-wide balanced assessment system. Understand the purpose of each of the assessments being used and identify the appropriate data and how it will be used. Learn how to use the three C’s tools to create a comprehensive and quality assessment plan that can be shared with the whole district.

Terri Portice, Reeths-Puffer Schools

11:35 am – 11:50 am
Visit Exhibits — Lobby
Wednesday February 13, 2019

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

11:50 am – 1:30 pm — Michigan I-V
Luncheon and 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, such as M-STEP, as well as information about Michigan’s longer-term vision for a complete, comprehensive assessment system.
Andy Middlestead
Director, Office of Educational Assessment & Accountability
Michigan Department of Education

Lunch Sponsor – 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 during the luncheon hour.

1:30 pm – 1:45 pm
Coffee Break / Visit Exhibits — Lobby

1:45 pm – 3:00 pm
B Clinics

B1 — Grand I
Making Use of a Different Type of Data in Our Classrooms
Given increased access to online testing systems, educators have access to student data within moments of a child completing an assessment. Still, challenges around appropriate and effective use of data to guide classroom interactions among adults and children are prevalent. In this session, we will explore at least one alternative type of assessment data and provide examples of how teachers are using data to enhance learning opportunities and outcomes for their children.
Kristin Frang, Muskegon Area ISD
Dana Gosen, Oakland Schools
Jason Gauthier, Allegan Area ESA

B2 — Grand II
WIDA Update
This session will provide an overview of the structure of the WIDA assessment system, as well as upcoming changes intended for the 2018-19 school year. 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

B3 — Petit Ballroom I
MAC’s Assessment Literacy Credentialing System
This session describes the opportunities to deepen professional competency in the area of assessment through professional learning opportunities that include self-paced online learning modules, mini-courses on single assessment topics requiring demonstrated competency, culminating with a robust program resulting in a MAC-issued assessment specialist credential.
Terri Portice, Reeths-Puffer Schools
Lisa Lockman, Wexford-Missaukee ISD

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Easily monitor student growth for all students using Student Growth Percentiles (SGPs)
For Michigan specific information, visit www.renaissance.com/michigan-star-360
Wednesday February 13, 2019

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B4 — Petit Ballroom II
Implementing the Formative Assessment Process to Guide Teaching and Learning
How do we build awareness and use of the formative assessment process to improve teaching and learning? What should a teacher, administrator, and student know and do to create student-centered classrooms?
Ellen Vorenkamp, Wayne RESA
Kristy Walters-Flynn, Corunna Public Schools

B5 — Michigan III-V
Assessment System Reporting Update
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.
Kate Cermak, Michigan Department of Education
Tim Hall, Michigan Department of Education

B6 — Grand III
MDE Science Update
This session will provide information on the new M-STEP Science assessment for spring 2019. In addition, a thorough review of the science clusters and item specifications will be discussed.
TJ Smolek, Michigan Department of Education

3:00 pm – 3:15 pm
Break/Refreshments/Exhibits — Lobby
The afternoon break is provided by NWEA as a contribution to the success of the conference. Thanks to NWEA for providing all attendees with an opportunity to enjoy a short break between sessions!

Measurement Incorporated® (MI) is a full-service educational partner providing the tools and resources for students, teachers, and administrator success.

- Test Delivery & Scoring
- Automated Essay Scoring
- Item Development
- Writing Practice
- Summative Assessments
- Program Evaluation

MEASUREMENT INCORPORATED IS A PROUD SPONSOR OF THE 2019 MICHIGAN SCHOOL TESTING CONFERENCE
Wednesday  February 13, 2019

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

3:15 pm – 4:30 pm  C Clinics

C1 — Michigan III-V
SAT/PSAT Updates
This session will provide an overview of the use of the SAT and the PSAT in Michigan’s secondary schools.
Kate Cermak, Michigan Department of Education
Ted Gardella, College Board

C2 — Petit Ballroom I
Next Generation Science Formative Assessment
In this session, the presenters will discuss ways teachers can align their formative assessment practices to the new Michigan Science Standards. They will provide examples of how analyzing students’ models and explanations can provide insights into student understanding. They will illustrate how learning progressions can be helpful in using students’ ideas to guide instruction.
Amelia Wenk Gotwals, Michigan State University
Alicia Alonzo, Michigan State University
Julie Christensen, Michigan State University

C3 — Grand I
MDE ELA Update
This session will provide information on any changes to the ELA M-STEP for spring 2019. In addition, a thorough review of the ELA item types and item specifications will be shared with attendees.
Julie Murphy, Michigan Department of Education
Nikki Mosser, Michigan Department of Education

C4 — Grand II
Why You Might Want to Question the Use of Adequate Growth Percentiles as a Measure of School-Level Growth
Michigan and other states are using Adequate Growth Percentiles in their accountability system as an indicator of student growth. This session will examine the reliability of these growth projections, and offer ideas on what this index may actually be measuring.
David Treder, Genesee Intermediate School District

C5 — Petit Ballroom II
District Assessment System Design Toolkit Pilot – A Year Later
Three districts (Bloomfield Hills, Dearborn, and Novi) participated in a full-scale pilot of the District Assessment System Design Toolkit in order to create more robust balanced assessment systems for their districts. This session addresses the lessons learned from the facilitation team and a view from the ground by the primary person responsible for each district’s work.
Joseph Martineau, Center for Assessment
Wendy Osterman, Bloomfield Hills Schools
Daniel Patterson, Dearborn Public Schools
Jeff Dinkelmann, Novi Community School District

C6 — Grand III
Did Curiosity Kill the Cat or Make Her Smarter?
Curious teachers believe there is always more to learn by inquiring into what makes the greatest difference for all of their learners. Teachers with inquiry mindsets examine student work in a manner that fosters equitable learning outcomes for all students. Discover how teachers are closing the learning gap by collaboratively analyzing student work samples of traditionally marginalized students. Through inquiry, teachers collaboratively discover how to create educational pathways that leverage each student’s cultural assets and results in learning excellence. Understand the essential elements of the Collaborative Analysis of Student Learning process that leads to excellence with equity.
Amy Colton, Center for Collaborative Inquiry

4:30 pm – 6:30 pm
Reception — Lobby
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 all attendees to visit with each other in a leisurely setting.

Measurement Incorporated
Excellence in Assessment™

Evening — Dinner on Your Own
See the list of area restaurants located at www.visitannarbor.org/splash/eat
Thursday  February 14, 2019

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

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

8:00 am – 4:00 pm
Conference Exhibits — Lobby

8:00 am – 8:50 am
Continental Breakfast — Lobby

The continental breakfast is provided by Data Recognition Corp (DRC) as a contribution to the success of the conference. Thanks to DRC for helping to get the day off to a good start!

9:00 am – 10:05 am — Michigan I-V
Frank B. Womer Invitational Keynote Address
Getting Language Right
What if the ways that we think and talk about language are wrong? What if our views about good and bad English actually reflect our perspectives on the racial and ethnic characteristics of the speakers? What if drilling new learners of English on vocabulary and grammatical structures does not help them use the language in order to learn? What if English language proficiency (ELP) assessments can only tell us where a student scores with reference to the hypothesized sequence of development on which the state assessment is based?

In this presentation, Guadalupe Valdés makes specific recommendations for working with students bureaucratically categorized as English language learners and argues that, in order to achieve both equity and opportunity for these students, we must examine shifting perspectives on additional language acquisition (e.g., Douglas Fir Group, 2016), conceptualizations and ideologies of language (Rosa, 2016, Valdés, 2017), and policy initiatives expressed in the wording of English language proficiency standards that are increasingly central to language testing (Mcnamara, 2013).

Guadalupe Valdés, Ph.D.
Bonnie Katz Tenenbaum Professor of Education
Stanford University

10:05 am – 10:20 am Lobby
Coffee Break / Visit Exhibits
Thursday  February 14, 2019

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

10:20 am – 11:35 am
D Clinics

D1 — Petit Ballroom I
A Conversation with Guadalupe Valdés
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, Guadalupe Valdés.

D2 — Grand I
Competency-based Education and Assessment
This session will present what some Michigan school districts are thinking about and working on relative to competency-based education, as well as how such efforts might affect student assessment used within these efforts.
Gregg Dionne, Michigan Department of Education
Andy Middlestead, Michigan Department of Education
Chris Timmis, Dexter Community Schools
John VanWagoner, Alpena Public Schools

D3 — Grand II
Taking Out the Garbage: Assessing Your R.E.A.L. Priorities
This session focuses on how Melvindale High School began a journey to design better local common assessments. We realized we needed a better definition of what was important to teach (garbage in = garbage out). Following the mantra, “If everything is important, then nothing is important,” MHS leaders embarked on a collaborative process to design curriculum using researched-based criteria to prioritize standards. The results will completely change the way you think about common assessments.
Ryan Vranesich, Melvindale High School
John O’Neill, Melvindale High School
Katie Lewis, Melvindale High School

D4 — Petit Ballroom II
The Subject Matters: A Discipline-based Perspective on the Effective Use of Formative Assessment
Formative assessment is often presented to educators as a generic instructional process that operates independently of the content area in which it is used. Session participants will consider a variation on this approach in which the nature of the subject matter being taught and learned is treated as important to effective use of formative assessment. Specifically, we will explore ways that the particulars of the content matter when planning and implementing formative assessment in mathematics classrooms by focusing on designing learning intentions, success criteria, classroom questioning, providing descriptive feedback, and more. Finally, participants in this session will consider implications for their work with formative assessment.
Valerie Mills, Oakland Schools
Edward Silver, University of Michigan

D5 — Michigan III-V
M-STEP Assessment Administration Training
This session will provide an overview of how to successfully plan and administer the spring 2019 statewide M-STEP assessments. The training module will be illustrated.
Phoebe Gohs, Michigan Department of Education

D6 — Grand III
From Traditional Grading to Standards-Based…Our Journey
This session will outline a process school districts might engage in as they move from a traditional grading system to a standards-based grading system. Come and engage in thoughtful conversation and thinking around this very important topic.
Ellen Vorenkamp, Wayne RESA
Lena Nemeth, Wayne RESA

11:35 am – 11:50 am
Visit Exhibits — Lobby
11:50 am – 1:15 pm | Michigan I-V
Luncheon and Speaker

Teaching and Assessing Disciplinary Literacy in Secondary Schools

In this presentation, Elizabeth Moje will define disciplinary literacy in terms of the recently released Grades 6-12 Literacy Essentials, present a framework for disciplinary literacy teaching aligned with the Essentials, share examples of her work on enacting the Essentials in Detroit classrooms, and discuss both formative and instructional assessment approaches to determine what and how students are learning these essential literacy skills and practices.

Elizabeth Birr Moje, Dean, School of Education
George Herbert Mead, Collegiate Professor of Education and Arthur F. Thurnau Professor The University of Michigan

Lunch Sponsor – 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 during the luncheon hour.

E2 — Petit Ballroom II
To See or Not to See is Not the Only Question
How do we support teacher and student use of observational data and feedback to improve learning? Observations help develop a more complete picture of student understanding. How can we elevate its purpose and usefulness in a “test-driven environment?”

LeeAnn Moore, MI Excel Facilitator
Kristy Walters-Flynn, Corunna Public Schools

E3 — Grand I
Looking at Your Interim Assessments
The State of Michigan has made interim assessments more accessible to every school in Michigan. How well are these assessments meeting the needs of schools? This session will present a framework in which a school or district can evaluate how well the interim assessment chosen (or being considered) meets the needs of the school or district.

Jim Gullen, Michigan Assessment Consortium

E4 — Grand II
Growing Assessment Literacy Skills Throughout Your District
Looking for a way to increase the assessment literacy skills within your school or district? Join us to hear different ways you can use the MAC Assessment Literacy Modules in different ways to meet the needs of the various groups within your district.

Ellen Vorenkamp, Wayne RESA and MAC Board Member
Terri Portice, Reeths-Puffer Schools and MAC Board Member

E5 — Michigan III-V
MDE Social Studies Update
Michigan uses 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.

OEAA Social Studies Consultant

E6 — Grand III
NAEP Data and Michigan Schools
This session will provide a deeper look at what NAEP data says about Michigan schools. Are Michigan schools doing as poorly as NAEP says?

Paul Stemmer, Michigan Department of Education

1:15 pm – 1:30 pm
Visit Exhibits — Lobby

1:30 pm – 2:45 pm
E Clinics

E1 — Petit Ballroom I
A Conversation with Elizabeth Birr Moje
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, Elizabeth Birr Moje.
2:45 pm – 3:00 pm

Break/Beverages/Exhibits — Lobby
The afternoon break is provided by PowerSchool as a contribution to the success of the conference. Thanks to PowerSchool for providing all attendees with an opportunity to enjoy a short break between sessions!

3:00 pm – 4:15 pm

F Clinics

F1 — Michigan III-V
What’s New for Grade 8 Assessments?
This session will discuss what assessment looks like for Grade 8 starting this year, including the transition to using the PSAT 8/9 in Grade 8 as Michigan’s Math and ELA assessment.
Kate Cermak, Michigan Department of Education
Ted Gardella, College Board

F2 — Petit Ballroom I
Better Together - Improving Information Management Practices Through Collaboration
The State of Michigan has been investing in projects that enhance our collective ability to shift from having conversations about data, to facilitating work centered around sound information management practices. Hear how key projects are coming together to support learning and learners...and, oh yeah, there’s room for easier compliance reporting, too!
Thomas Howell, Michigan Center for Educational Performance and Information
David Judd, Michigan Department of Education

F3 — Grand I
What’s the Formula for Solving the Problem of Student Growth for Educator Evaluation?
Assessing, monitoring, and evaluating student growth is a problem that can be solved. Yes, it’s true! How can schools comply with the 40% state assessment weight requirement, yet still keep the focus on quality instruction? How can schools incorporate student growth data from content not covered by M-STEP? Learn practical steps that schools have taken to use these variables to find solutions to educator evaluation. Participants will connect with both evidence-based strategies and practical tools to create winning formulas for teachers and students alike.
Steven Snead, Oakland Schools
Mary Ruth Bird, South Redford School District
Jason Bobrovetski, South Redford School District
Shana Murphy, Oak Park School District
Karla Browning, Oak Park School District
Thursday  February 14, 2019

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F4 — Grand II
MDE Mathematics Update
This presentation will provide updates to the mathematics portion of the Michigan Early Literacy and Mathematics Benchmarks Assessments. Also, updates to the Mathematics M-STEP will be discussed.

Kyle Ward, Michigan Department of Education

F5 — Petit Ballroom II
Sound Assessment Practice Supports Development of Early Literacy
Michigan is building the capacity of teachers who work with young children to increase literacy development through dissemination of Essential Instructional Practices, published by MAISA’s Early Literacy Task Force. This session highlights:

- Where and how sound assessment practice supports the development of early literacy.
- Examples of assessment systems and practices being used effectively to support early literacy development for all students.

Erin Brown, Muskegon Area ISD and MAISA Early Literacy Task Force

F6 — Grand III
Michigan School Index System: The ESSA Strikes Back
One year after implementing the new accountability system, we examine the results of schools’ performance. Attendees will observe a walkthrough of the system to become more familiar with the screens, functionality, and data presented.

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

4:15 pm
Conference Adjourns
Suggestions for the 2020 MSTC Conference

Last year, the MSTC Planning Committee invited conference attendees to suggest sessions and speakers for the conference this year. A number of excellent suggestions were received and several of the sessions this year were the result.

The 2020 MSTC Planning Committee wants your ideas for next year’s conference. Please use the following URL to access the brief Survey Monkey survey to provide us with your suggested sessions and speakers.

https://www.surveymonkey.com/r/SKQTR6Q

See you again in February 2020!

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 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 place the conference general sessions and most of the clinic sessions on a server for the participants to download. An email will be sent to all participants with directions on how to download.

The approximate date they will be available will be March 1, 2019. These will be available for 6 weeks only.

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

Repeat Performance

Phone: (219) 465-1234 • Fax: (219) 477-5492
website: www.audiotapes.com
EXHIBITOR/SPONSOR PROFILES

ACT
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.

ASVAB
What’s your Dream Job? High School students in grades 10-12 & Post-secondary students are invited to participate in the ASVAB Career Exploration Program. Aptitude test results provide a current snapshot of their skill levels. Students gain access to exclusive career exploration tools after they receive their scores via asvabprogram.com.

THE COLLEGE BOARD
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.
DATA RECOGNITION CORP.
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

AdvancEd/Measured Progress
AdvancEd/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.

MICHIGAN ASSESSMENT CONSORTIUM
The mission of the MAC is to improve student learning and achievement through a system of coherent curriculum, balanced assessment, and effective instruction. We do this by collaboratively...

- Promoting assessment knowledge and practice.
- Providing professional development.
- Producing and sharing assessment tools and products.

MAC welcomes new members with an interest in working to advance assessment literacy and advocate for assessment education and excellence. Learn more at: http://michiganassessmentconsortium.org.
EXHIBITOR/SPONSOR PROFILES

MZ DEVELOPMENT
MZ Development is an educational technology company focused on providing schools and districts with innovative, efficient and cost-effective solutions to address the increasing need to accommodate performance assessment items and scoring in today’s classrooms. Our company has developed OSCAR, an online distributed scoring platform designed to streamline scoring activities for all types of performance assessment item (constructed response, video, audio, and portfolio work). MZ Dev also recently collaborated with the Michigan Assessment Consortium (MAC) to build a collaborative performance assessment/scoring platform for teachers. The platform will be rolled out in the state of Michigan in February 2019 and available for licensing nationwide in March.

NWEA
NWEA® is a not-for-profit organization that supports students and educators worldwide by providing assessment solutions, insightful reports, professional learning offerings, and research services. Visit NWEA.org to find out how NWEA can partner with you to help all kids learn.

POWERSCHOOL
At PowerSchool, our mission is to power the education ecosystem with unified technology that helps educators and students realize their potential, in their way. From the back office to the classroom to the home, PowerSchool helps schools and districts efficiently manage instruction, learning, grading, attendance, assessment, analytics, state reporting, special education, student registration, talent, finance and HR. Today, we’re proud to be the leading provider of K-12 education application technology supporting over 45 million students in over 70 countries.

RENAISSANCE
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.

RIVERSIDE INSIGHTS
At Riverside Insights, we share your commitment to helping individuals elevate their cognitive and learning potential. That’s why we offer a proven portfolio of trusted and precise assessments, such as the Iowa Assessments™, Woodcock-Johnson®, and CogAT®, that provides the clarity and perspective needed to create a meaningful impact. Visit www.riversideinsights.com today.