



2020

Michigan School Testing Conference

February 11-13 | Sheraton Ann Arbor
Ann Arbor, MI

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about student assessment



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MSTC – A “Little Idea” and How it Grew

The Michigan School Testing Conference (MSTC) was born 60 years ago, in a time of turbulence and angst for our country. Three years earlier (in 1957), a complacent America got its comeuppance with the launch of Sputnik by the Soviets on October 4, 1957. Not only did we realize overnight we were actually behind Russia in scientific advancement, the threat to our national security posed by this position was immediate. In response, the following year (1958), President Eisenhower signed the National Defense Education Act into law, committing federal funding for educational programs in support of national security, especially in the sciences. Among the several titles under the law were those that funded advanced mathematics and science training programs; promoted guidance counselors training institutes that helped identify and encourage scientists; declared science teachers as “essential services,” exempt from the draft; and, established direct grants to state education agencies for “guidance testing services.”

Within Michigan, MDE used its Title V allocation to support the first testing conferences for school counselors, held separately at CMU, WMU, and the U-M, sites chosen both for geographical distribution and because each had a strong counselor preparation program. Dr. Frank B. Womer, whose job in the U-M Bureau of School Services included visiting schools to review and advise on their testing programs, was given responsibility for the first U-M conference. Although funded by MDE as a one-time occurrence, Frank saw the value in it and conceived a neat little idea – to keep the conference going at the U-M. Thus was born the Michigan School Testing Conference.

If there is one constant in the history of this conference, it is change! Changes have occurred in its audience, content, length, location, size, speakers, sponsors, impact of current educational and political ideas – and perhaps most of all – its impact on attendees, schools, and students.

- Over its 60 years, the conference expanded to serve the needs of a diverse audience, including district and school administrators, curriculum specialists, teachers, counselors, and university faculty.
- From content focused almost entirely on “guidance testing” (vocational interest and aptitude testing), the MSTC has expanded to include all types of achievement assessments. Initiatives that succeeded NDEA, such as ESEA, IASA, NCLB, and ESSA have changed the content of MSTC to reflect newer policy environments.
- Its length has grown to two full days, and now supplemented by a day of workshops.
- The conference started at the U-M School of Education, moved to Rackham Graduate School and Michigan League, then to hotels in Ann Arbor.
- As to size, the conference has grown to 500 or more attendees, occasionally as many as 800.
- The variety of speakers ranges from LEAs, MDE, universities, and state and national experts.
- Sponsors, recognizing the significance of the MSTC (the “oldest and best state testing conference in the country”) help to support the conference through sponsorships and display space.
- The conference has been impacted by the winds of change in education and politics - directly discernable in the conference programs over the past 60 years - from “guidance testing” in the early 1960s, to statewide assessments in the 1970s, to testing to measure readiness, inform classroom instruction, evaluate school programs, improve curricula, award state scholarships, monitor equity, judge school quality, and educator evaluation.
- Finally, the impact of this “little idea” on the participants and on the business of education is almost immeasurable, as educators from all levels, from across the state and sometimes from other states, gather annually in Ann Arbor to learn what is coming down this year – welcome or not, to debate hot topics, interact with peers, teach and learn from each other and national leaders, glean ideas and techniques to take home, and sometimes, just to be reminded of the importance of their work.
- Though the past 60 years have brought about many changes to the conference, there has been one very important constant— Frank Womer. Frank’s vision was responsible for the creation of the conference, his commitment for sustaining it (which is now represented in the endowment that he provided to the U-M School of Education), and his leadership. To say that the Michigan School Testing Conference simply would not exist without Frank would be an understatement.

Many thanks, Frank, and Happy 60th Anniversary, Michigan School Testing Conference!

Marge Mastie, Terry Davidson, and Ed Roeber

Dear Educator,

Welcome to the 60th annual Michigan School Testing Conference! The MSTC Planning Committee has once again created a program designed to meet a wide variety of needs for information and ideas about student assessment. I am most grateful to them for their efforts.

The 2020 conference program features workshops, general sessions, and some three-dozen breakout clinics on a wide variety of assessment topics. Workshops will be held on Tuesday, February 11, followed by the two-day conference on Wednesday and Thursday, February 12-13. 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 later 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, Danielle Bach and Phil Marrah from the 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.

Most of all, I want to thank you on behalf of the Planning Committee for your participation in the 2020 Michigan School Testing Conference. I trust you will find your time with us is well spent and will return next year to our 61st MSTC.

Thankfully, 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

2020 Michigan School Testing Conference Planning Committee

Harvey Czerwinski Macomb ISD
Kathy Dewsbury-White. Michigan Assessment Consortium
David Dugger Washtenaw Educational Options Consortium
Jonathan Flukes Oakland Schools
Amelia Wenk Gotwals. Michigan State University
Jim Gullen. Consultant
David Judd Michigan Department of Education
Brian Lloyd Michigan Department of Education
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Terri Portice Michigan Assessment Consortium
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Edward Roeber. Director, MSTC
Edward Silver University of Michigan
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Kristy Walters-Flynn Corunna Public Schools
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Kim Young Michigan Department of Education

Ex-Officio

Elizabeth Birr Moje Dean, University of Michigan, School of Education
Danielle Bach Michigan Association of Superintendents & Administrators
Phil Marrah Michigan Association of Superintendents & Administrators
Sue Schaeffgen U-M Conference & Event Services

Past Conference Director Emeriti

Frank B. Womer (1950-1999)
George Grisdale (1999-2003)
Terry Davidson (2004-2017)

Many Thanks to Our 2020 Event Sponsors!

We simply could not present this conference without their help.

<p>AM & PM Breaks: Tuesday, February 11, 2020</p> <p><small>DATA RECOGNITION</small></p> 	<p>Lunch: Tuesday, February 11, 2020</p> 
<p>Continental Breakfast/AM & PM Breaks: Wednesday, February 12, 2020</p>  <p>Measuring What Matters™</p>	<p>Lunch: Wednesday, February 12, 2020</p> 
<p>Reception: Wednesday, February 12, 2020</p>  <p>EXCELLENCE IN ASSESSMENT™</p>	<p>Continental Breakfast/AM & PM Breaks: Thursday, February 13, 2020</p>  <p>Ready i-Ready BRIGANCE</p>
<p>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.</p>	<p>Conference Sponsored By:</p> 

In Cooperation With:



Schedule At-A-Glance

Tuesday, February 11, 2020

8 am - 4:30 pm
Registration Lobby

8 am - 8:30 am
Continental Breakfast Lobby

8:30 am - 11:45 am
Conference Workshops: WS 1, 2, 3, 4, 5

11:45 am - 12:45 pm
Lunch

12:45 pm - 4 pm
Conference Workshops: WS 1, 2, 6, 7, 8

Wednesday, February 12, 2020

8 am - 4:30 pm
Registration Lobby

8 am - 4:30 pm
Conference Exhibits Lobby

8 am - 8:50 am
Continental Breakfast/Visit Exhibits Lobby

9 am - 10:05 am
General Session Michigan I-V

10:05 am - 10:20 am
Break/Refreshments/Visit Exhibits Lobby

10:20 am - 11:35 am
A Clinics

11:35 am - 12 pm
Visit Exhibits Lobby

12 pm - 1:30 pm
Luncheon and Speaker Michigan I-V

1:30 pm - 1:45 pm
Visit Exhibits Lobby

1:45 pm - 3 pm
B Clinics

3 pm - 3:15 pm
Break/Refreshments/Visit Exhibits Lobby

Wednesday, February 12, 2020 (cont.)

3:15 pm - 4:30 pm
C Clinics

4:30 pm - 6 pm
Reception Lobby

Evening
Dinner on Your Own

Thursday, February 13, 2020

8 am - 4 pm
Registration Lobby

8 am - 4 pm
Conference Exhibits Lobby

8 am - 8:50 am
Continental Breakfast Lobby

9 am - 10:05 am
General Session Michigan I-V

10:05 am - 10:20 am
Break/Refreshments/Visit Exhibits Lobby

10:20 am - 11:35 am
D Clinics

11:35 am - 11:45am
Conference Exhibits Lobby

11:45 am - 1 pm
Luncheon and Speaker Michigan I-V

1 pm - 1:15 pm
Visit Exhibits Lobby

1:15 pm - 2:30 pm
E Clinics

2:30 pm - 2:45 pm
Break/Refreshments/Visit Exhibits Lobby

2:45 pm - 4 pm
F Clinics

4 pm
Conference Adjourns

For copies of presentations and handouts go to <http://gomasa.org/2020-michigan-school-testing-conference-resources>



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Tuesday February 11, 2020

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

Two full-day and six half-day workshops are being offered this year on Tuesday, February 11. 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. Following are brief descriptions of this year’s workshops:

8 am – 8:30 am
Continental Breakfast

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

WS 1 — Grande I-II **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 2020 statewide assessments, including M-STEP, MME, MI-Access, WIDA, PSAT, SAT, ACT WorkKeys, and Early Literacy & Mathematics Benchmarks. Discussion and activities will cover the “typical” 2020 assessment cycle from start (i.e., the pre-identification process) through finish (i.e., reporting and accountability).

Tina Foote, Michigan Department of Education
Phoebe Gohs, Michigan Department of Education
Kate Cermak, Michigan Department of Education
Jen Paul, Michigan Department of Education
Antionette Dorsett, Michigan Department of Education
Dan Evans, Michigan Department of Education
Tim Tahaney, Michigan Department of Education
Pietro Semifero, Michigan Department of Education
Jessica Fenby, Michigan Department of Education
Nikki Mosser, Michigan Department of Education
John Jaquith, Michigan Department of Education
Carol Skillings, Michigan Department of Education
Sarah Thaler, College Board
Rose Babington, ACT

WS 2 — Petit I **The Power of Performance Assessment**

In the morning, this workshop will provide the attributes of high-quality performance assessments, with general guidelines for development, and a hands-on experience scoring student work using a collaborative scoring system to demonstrate how a community of practice focused on assessment enhances teaching and learning and permits teachers to talk about assessment information they value (from assessments designed to assess DOK levels 3 and 4) in an educator evaluation plan.

In the afternoon, the workshop will engage participants with examples of high-quality performance assessments in the arts, science, social studies, mathematics and ELA. Participants will obtain an insider’s view for how to create, score, and use the results of these high-quality, discipline-specific examples. Participants will select two disciplines to experience more directly in the afternoon.

Kathy Dewsbury-White, Michigan Assessment Consortium
Heather Vaughan-Southard, MAEIA & Michigan Assessment Consortium
Edward Roeber, Michigan Assessment Consortium
Jeff Cuff, MZ Development
Mary Starr, MI Mathematics and Science Learning Network
Anne Marie Nicoll-Turner, Ann Arbor Public Schools
Dave Johnson, Wexford-Missaukee ISD
TJ Smolek, Michigan Department of Education
Julie Murphy, Michigan Department of Education
Susan Palmiter, Michigan Department of Education

Tuesday February 11, 2020

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

8:30 am – 11:45 am

AM Conference Workshops

The AM break will be provided by DRC as a contribution to the success of the conference. Thanks to DRC for providing this break.



WS 3 — Petit II Assessment 101

This workshop introduces participants to key concepts in assessment, including all of the following:

- What counts as “assessment?”
- What does not count as “assessment?”
- What are the different types of assessment?
- What are the key characteristics of different types of assessment?
- How do type and key characteristics of assessment relate to use and purpose?
- What are reliability, validity, and confidence intervals?

Most of all, why should I care?

Note: WS 6 (in the afternoon) covers additional assessment topics in greater depth. WS 3 and WS 6 may be taken separately or together.

Ellen Vorenkamp, Wayne RESA

Jonathan Flukes, Oakland Schools

James Gullen, Michigan Assessment Consortium

Joseph Martineau, Educational Testing Service

WS 4 — Michigan I

How the Formative Assessment Process Transforms Student Learning and Classroom Culture

High-quality formative assessment practices have the potential to transform student learning. These are the practices that help all students, especially low-achieving ones, to improve their achievement. This hands-on session will introduce participants to components that support learning and begin to build positive classroom culture.

Rashell Bowerman, Michigan Department of Education

Annlyn McKenzie, Muskegon ISD Career Tech Center

Jennifer McFarlane, Romeo Community Schools

Kimberly Young, Michigan Department of Education

WS 5 — Grande III

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) staff 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 (see note below) and login information for the OEAA Secure Site and MI School Data specifically.

*Please note, participants should have access to Excel 2010 or a later version to be able to participate in the hands-on portions of the workshop. Google Sheets and MS Office 365 Excel will not be supported during this workshop.

Kathleen Miller, Shiawassee RESD

Emily McEvoy, Macomb ISD

Matt Gleason, Michigan Department of Education

11:45 am – 12:45 pm

Lunch

Lunch will be provided by Renaissance as a contribution to the success of the conference. Thanks to Renaissance for providing lunch.

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Tuesday February 11, 2020

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

12:45 pm – 4 pm

PM Conference Workshops

The PM break will be provided by DRC as a contribution to the success of the conference. Thanks to DRC for providing this break.



WS 6 — Petit II Assessment 102

This workshop builds on the Assessment 101 workshop (WS 3), but is appropriate for those who did not attend that workshop and those who already have a basic understanding of assessment. This workshop is intended to help teachers, administrators, and local board members understand their roles in supporting, implementing, and using the results of assessments for learning (e.g., formative assessment practices) and assessments of learning (e.g., interim and summative assessments). This session will also define additional topics that will be helpful in promoting assessment literacy among colleagues.

Ellen Vorenkamp, Wayne RESA
Jonathan Flukes, Oakland Schools
James Gullen, Michigan Assessment Consortium
Joseph Martineau, Educational Testing Service

WS 7 — Michigan I You Have PSAT/SAT Results – Now What? Using PSAT/ SAT Results to Inform Instructional Decisions

Join the General Education Leadership Network (GELN) SAT Report Task Force subcommittee members and College Board to discuss how PSAT/SAT results can be used to inform instructional decisions. Participants will have an opportunity to gain a deeper understanding of what the PSAT/SAT assesses, how the assessments are designed, and what information can be obtained by looking at the results. There will be an emphasis on using cross-curricular instructional strategies students need to practice more to improve PSAT/SAT scores. Participants will receive resources that can be used to analyze results and identify which cross-curricular skills students may need to improve student performance.

Kathleen Miller, Shiawassee RESD
Emily McEvoy, Macomb ISD
Jennifer Fox, Jackson County ISD
Ted Gardella, College Board

WS 8 — Grande III School-Wide SEL: Sprinkling the Good Stuff, Everywhere!

What is social and emotional learning (SEL) and why does it matter? SEL is the process through which children and adults understand and manage emotions. When schoolwide SEL is implemented, its impact is felt within both non-academic and academic experiences. How do you avoid initiative fatigue & streamline SEL work to make it doable? How will you identify and reach your goals? How will you measure progress and outcomes? This session will provide participants a deeper understanding of SEL and how to develop an implementation plan and measurement process to track progress, examine and reflect on data, and revise their efforts as needed. Data from more than one school will be shared.

Elizabeth Paré, Oakland Schools
Mary Perfitt-Nelson, Oakland Schools

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Wednesday February 12, 2020

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

8 am – 4:30 pm

Registration Lobby

8 am – 4:30 pm

Conference Exhibits Lobby

8 am – 8:50 am

Continental Breakfast Lobby

The Continental Breakfast will be provided by NWEA as a contribution to the success of the conference. Thanks to NWEA for getting the day off to a good start.

The NWEA logo consists of the lowercase letters "nwea" in a bold, black, sans-serif font, followed by a registered trademark symbol (®).

9 am – 10:05 am

Opening Keynote – Michigan I-V

Developing Effective Grading Policies and Practices

Thomas R. Guskey

Senior Research Scholar, University of Louisville

Professor Emeritus, University of Kentucky

Effective grading and reporting require more than revising the report card. It means rethinking all the ways we communicate information about student learning. This presentation describes what we know through systematic research about effective grading policies and practices. Keeping in mind the many practical challenges teachers face, we review the importance of fairness and honesty in grading and describe ways to ensure meaningful communication between teachers, students, and families. Procedures for implementing new reporting structures, including standards-based grading, are highlighted, together with policies and practices that should be avoided due to their negative consequences for students, teachers, and schools.



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The logo for the MAP Suite. The word "map" is in a lowercase, rounded font where each letter is filled with a different color (m: red, a: blue, p: green). The word "SUITE" is in a larger, uppercase, black, sans-serif font.

Learn more at [NWEA.org](https://www.nwea.org)

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Wednesday February 12, 2020

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

10:05 am - 10:20 am

Coffee Break/Visit Exhibits Lobby

The AM break will be provided by NWEA as a contribution to the success of the conference. Thanks to NWEA for providing this break.



10:20 am – 11:35 am

A Clinics

A1 — Grande II

A Conversation with Thomas Guskey

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, Thomas Guskey.

A2 — Michigan III-V

What Assessment Can and Cannot Do: All that Glitters Is Not Gold and Sometimes Chaos Can be a Good Thing

Have you ever been skeptical that an assessment does what it is advertised to do, or would you feel uncomfortable coming to such a conclusion? This session provides definitions of different types of assessment, key characteristics of assessment, and what each type of assessment with various characteristics are good for, and what their limitations are. This interactive session will engage users in thinking about assessments they are familiar with and identifying whether their uses have been oversold, undersold, overused, and/or underused.

Joseph Martineau, Educational Testing Service
Ellen Vorenkamp, Wayne RESA

A3 — Petit I

Observation as a Method of Assessment: Benefits and Challenges

In this session, the presenters share information about the ways that observation can be used as assessment data in elementary literacy and science classrooms. The focus will be on using observational data to understand children's learning in order to inform instruction.

Tanya S. Wright, Michigan State University
Amelia Wenk Gotwals, Michigan State University

A4 — Petit II

Interim Assessments and What to Learn from Them

Many school districts strive to have a balanced assessment system where the appropriate emphasis and weight is placed on each assessment, and that the system is driven by a coherent and purposeful plan to serve students, families, teachers, administrators, and policymakers.

This session isn't about a balanced assessment system, although it sort of is. Since interim assessments make up a part of such a system, it is important for all users to understand what role such assessment plays so that data interpretations lead to the appropriate next steps.

Jonathan Flukes, Oakland Schools

Margaret Hendrickson, West Bloomfield School District

A5 — Grande III

Update on Science Assessment

This session will provide information on the new M-STEP Science Assessment for Spring 2020. In addition, a thorough review of the science clusters and item specifications will be discussed.

TJ Smolek, Michigan Department of Education

A6 — Grande I

Learning to Leverage the Power of MI School Data

This session will dig into how to best make use of MI School Data for your school, district, and ISD. It will cover what data are available on MI School Data, the depth of the data available and learning how to best use the data for your local needs. NOTE: Please bring laptop or other device to access MI School Data during the session.

Nick Armit, CEPI

Kristi Martin, Macomb ISD

Kate Cermak, Michigan Department of Education

Jennifer Parker, Macomb ISD

11:35 am – 12 pm

Visit Exhibits Lobby

Wednesday February 12, 2020

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

12 pm – 1:30 pm

Luncheon and Speaker Michigan I-V

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

Luncheon Sponsor – Lunch will be provided by the College Board as a contribution to the success of the conference. Thanks to the College Board for providing lunch.



1:30 pm - 1:45 pm

Visit Exhibits Lobby

1:45 pm - 3 pm

B Clinics

B1 — Grande I

Let's Hear from the Students!

The session will feature middle school students who will share their insights into a classroom culture that supports formative assessment practices and the impacts on their learning.

Kimberly Young, Michigan Department of Education

Kristy Walters-Flynn, Corunna Public Schools

Corunna Public Schools Middle School Students

B2 — Grande III

Assessment Communities of Practice: MAEIA Project Leads the Way

The nationally recognized Michigan Arts Education Instruction and Assessment (MAEIA) project has been designed to offer a full suite of resources and tools necessary to develop program quality, and support teacher quality, resulting in increased access and achievement in the arts for students. Using a catalogue of curriculum-embedded performance assessments arts teachers are now forming communities of practice to collaboratively score student work. Growth information from authentic, complex assessments that engage students in the creative process is defensibly reflected in educator evaluation plans.

Heather Vaughan-Southard, Michigan Assessment Consortium

Andrea Murray, Ann Arbor Public Schools

Jeff Cuff, MZ Development

B3 — Petit I

Moving from CNA to Actionable Data - How Can You Use the Data You Already Have to Support the School Improvement Process?

This session will lead participants through the process of developing a comprehensive system for looking at local and state data.

Lisa Lockman, Wexford-Missaukee & Manistee ISD

Rebecca Shankland, Wexford-Missaukee & Manistee ISD

An advertisement for DRC Corporation. The top half features a photograph of three young boys with backpacks getting off a yellow school bus. The text "DRC is proud to sponsor the 2020 Michigan School Testing Conference" is overlaid on the top of the photo. The bottom half of the advertisement contains the DRC Corporation logo, which includes the text "DATA RECOGNITION CORPORATION" above a stylized "DRC" logo, and the website "www.datarecognitioncorp.com" and phone number "800-826-2368" below it.

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B4 — Petit II

Growth-Based Grading in Mathematics

Research suggests that a student's mindset greatly impacts his or her long-term success in mathematics courses; specifically, students with growth mindsets master more content when compared to students with fixed mindsets. With this in mind, the mathematics department at the Early College Alliance @ EMU has developed and tested a new grading system that incentivizes growth over standards mastery in order to maximize mathematical comprehension for all students.

David Dugger, Washtenaw Educational Options Consortium (WEOC)

Caitlin Donnelly, Washtenaw International High School (WEOC)

Ava Spindt, Early College Alliance @ EMU (WEOC)

B5 — Michigan III-V

Update on M-STEP ELA and Mathematics Assessments

This session will provide information on any changes to the ELA and Mathematics M-STEP for 2020. In addition, the new embedded Desmos calculators will be demonstrated. Examples of each type of item used on the ELA and Mathematics M-STEP in 2020 will be reviewed.

Nikki Mosser, Michigan Department of Education

Kyle Ward, Michigan Department of Education

B6 — Grande II

Developing Engaging Performance Assessments for Classroom Use

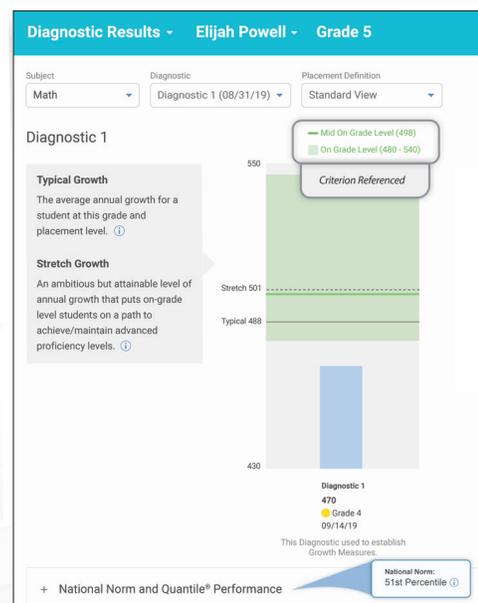
This session will explore the key points and important aspects of performance assessments. Participants will learn how best to develop them, the various types and when they should be used, and how they can engage students in assessment in a meaningful way.

Ellen Vorenkamp, Wayne RESA

With the Michigan Student Test of Educational Progress (M-STEP), Average Is Good—But Is It Good Enough?

Assessments should guide educators in understanding how to help students reach grade-level proficiency. While the bar for proficiency on M-STEP is often meaningfully higher than average, interim assessments built around normative scores can signal that average is sufficient.

The *i-Ready Diagnostic* is specifically built from the ground up to help ensure educators are able to set equitable expectations for students by providing criterion-referenced scores in the form of *i-Ready's* Grade-Level Placements and normative scores in the form of national percentile ranks. Both types of scores can be found throughout the Diagnostic reports to help ensure all students have challenging yet attainable goals.



Wednesday February 12, 2020

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

3 pm – 3:15 pm

Break/Refreshments/Exhibits Lobby

The PM break will be provided by NWEA as a contribution to the success of the conference. Thanks to NWEA for providing this break.



3:15 pm – 4:30 pm

C Clinics

C1 — Grande I

Grades Don't Matter! Formative Assessment Does!

Will students learn without grades? Absolutely, if you believe it yourself and intentionally plan to make it happen. This session is designed to provide educators with strategies on how formative assessment can be used to motivate students to actively engage in learning without grades.

Roy Sovis, Genesee Intermediate School District

C2 — Michigan III-V

M-STEP Assessment Administration Updates

Do you know all of the updates for the Spring 2020 M-STEP Assessment Administration? This session will outline all of the test administration updates, resources, and new (and improved!) training tools that you need for a successful M-STEP administration. Included will be a sneak preview of reporting updates expected for the 2020 administration

Phoebe Gohs, Michigan Department of Education

C3 — Grande II

Michigan Data Hubs, MI School Data and MDE Data Systems: Data, Data Everywhere. How Do I Make Best Use of These Systems?

How does someone make effective use of the data and reporting resources provided by the MDE, Michigan Data Hubs, and MI School Data. This session will provide insights into how these systems can best be utilized.

David Judd, Michigan Department of Education

Tom Johnson, Michigan Collaborative Hub

Tom Howell, CEPI

C4 — Petit 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 2019-20 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

C5 — Petit I

How Young Children Learn to Read and Write

In this session, Tanya Wright shares important ideas about children's early literacy development. The focus will be on understanding children's learning in order to inform instruction.

Tanya S. Wright, Michigan State University

C6 — Grande III

Knowledge is Not a Checklist: Assessing Knowledge-in-Use

There's more than one right answer to many performance task assessments! Learn how to use "checkbrics" to elicit strong evidence of student proficiency.

Jessica Ashley, Oakland Schools

Amy Bohm, Lake Orion Schools

Evan Rokicki, Troy School District

4:30 pm - 6 pm

Reception Lobby

This afternoon's reception will be 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

See the list of area restaurants located at <http://www.visitannarbor.org/>

Thursday February 13, 2020

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

8 am - 4 pm
Registration Lobby

8 am - 4 pm
Conference Exhibits Lobby

8 am - 8:50 am
Continental Breakfast Lobby

The Continental Breakfast is provided by Curriculum Associates as a contribution to the success of the conference. Thanks to Curriculum Associates for helping to get the day off to a good start.

Curriculum Associates

10:05 am - 10:20 am
Coffee Break/Visit Exhibits Lobby

The AM break will be provided by Curriculum Associates as a contribution to the success of the conference. Thanks to Curriculum Associates for providing this break.

Curriculum Associates

10:20 am – 11:35 am
D Clinics

9 am – 10:05 am
General Session Michigan I-V

Frank B. Womer Invitational Keynote Presentation

Assessment Systems: What Are They, Why Do We Need Them, and How Might We Construct One in Michigan?

James Pellegrino, Ph.D.
University of Illinois - Chicago

Much has been written and spoken about assessment systems, including their relevance and importance for educational policy and practice. But there is a remarkable lack of clarity about what they constitute, why they are needed and useful, and how to design and implement one. In this presentation, some answers to each of these questions will be offered at both a general level and for the specific case of literacy development in the state of Michigan. The latter discussion draws upon a report authored by a group of Michigan's educators that offers guiding principles to help districts and schools understand and implement a system of assessments to support the development of early literacy for Michigan's children. This example case helps to reveal the conceptual and pragmatic challenges of designing and implementing such a system while also highlighting the potential power and impact of doing so for Michigan's children, their families, and their teachers.

D1 — Petit II
A Conversation with James Pellegrino

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, James Pellegrino.

D2 — Michigan III-V
Student Growth – Definitions and Appropriate Uses

This session will provide a framework to defining student growth, identify different categories of measures of student growth, and discuss how student growth can be appropriately used by local administrators and teachers. Companion clinic session E2 will focus on the measures used in educator evaluation.

Joseph Martineau, Educational Testing Service
Brian Lloyd, Michigan Department of Education

Thursday February 13, 2020

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

D3 — Petit I

Stop (talking), Look (at what children are doing), and Listen (to what children are saying): Three Key Aspects of Classroom-Based Assessment in Early Mathematics

The Essential Instructional Practices in Early Mathematics: PreK-Grade 3 is a tool developed by the MAISA Early Mathematics Task Force to support educators across Michigan as we work together to enhance the ways in which children learn to understand and do mathematics using a strengths-based approach. In this session, we will interact with the essentials through the lens of assessment. In particular, we will highlight Essential Instructional Practice #4; Engage in formative assessment as a process – in an ongoing and planned – for manner, continuously assess children’s mathematical thinking through observation and discussion to inform next learning and teaching steps.

Kathy Peasley, Gratiot-Isabella RESD
Dana Gosen, Oakland Schools

D4 — Grande III

Developing Assessment Capable Learners

We need to develop Learner Agency in today’s students. A great way to accomplish this is to ensure their assessment literacy. Come learn about Developing Assessment Capable Learners!

Ellen Vorenkamp, Wayne RESA

D5 — Grande II

Developing Assessment Literate Practices for Non-Tenure Teachers and their Mentors

Are you looking for a way to help your new teachers and administrators become more assessment literate? This session will provide you with concrete ideas and samples about how to use your induction program time to help you build the assessment literacy skills of your new staff as well as the mentor teachers. The ideas that will be shared will provide you with concrete examples of how you can engage your non-tenure staff as well as their mentor teacher(s) in this important work. Various ideas and sample plans will be shared as to how districts can build the collaborative and interactive learning sessions utilizing high-quality materials developed by the Michigan Assessment Consortium.

Terri Portice, Michigan Assessment Consortium

D6 — Grande I

Attention to SEL Realizes Academic Gains

A systemic district-wide effort to develop and support the necessary executive function that results in capable, confident learners is being realized through a focus on social emotional learning (SEL) in Ferndale Schools. The academic achievement gains are bearing fruit. Participants will hear about the assessment information that is being used to inform program improvement, identify student needs and in some cases assist with placement and supports.

Dina Rocheleau, Ferndale Schools
Johanna Mracna, Ferndale Schools
Katie Jeffrey, Ferndale Schools
Tom Maes, Ferndale Schools

11:35 am – 11:45 am

Visit Exhibits Lobby

11:45 am – 1 pm

Luncheon and Speaker Michigan I-V

MTSC: Looking Back over 60 Successful Years

It has been 60 years since Frank Womer ran the first MSTC in 1960. It is time to celebrate the conference’s lengthy and noteworthy existence, especially as assessment has changed so remarkably over these 60 years. Several early and contemporary participants in the conference will pay tribute to this conference – the longest lasting and most impactful of its kind in the nation.

Edward Roeber, Michigan Assessment Consortium
Marge Mastie, Retired
Terry Davidson, Retired
Andy Middlestead, Michigan Department of Education
Steven Snead, Oakland Schools
Ellen Vorenkamp, Wayne RESA
Kathy Dewsbury-White, MI Assessment Consortium

Lunch is provided by MSTC as an opportunity for those in attendance to network and exchange ideas with one another in an informal setting during the luncheon hour

1 pm - 1:15 pm

Visit Exhibits Lobby

Thursday February 13, 2020

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

1:15 pm – 2:30 pm E Clinics

E1 — Grande III **Early Literacy Assessment Systems Report and Implications for MI Schools**

Elevating literacy rates in the state of Michigan will require a structure of supports from the system to the student level, including articulation and integration of an assessment system designed to support our curricular aims and instructional practices. The Early Literacy Assessment System report, commissioned by the MDE and coordinated by the MAC, brought together literacy, assessment, professional learning and systems expertise to make the point that an assessment system must be composed of elements that cohere and work together in terms of the intended functions and interpretive uses. This session presents recommendations and implications from the report.

Brandy Bugni, Michigan Department of Education
James Pellegrino, University of Illinois – Chicago
Adrea Truckenmiller, Michigan State University
Eunsoo Cho, Michigan State University

E2 — Grande II **Measures Used in Educator Evaluation**

This session provides an overview of the choices that districts and public school academies have for the selection of the measures that determine student growth within educator evaluations, including state and local measures. School leaders are discovering that there are more choices than originally anticipated for measuring student growth, and these choices can be complicated and fraught with both intended and unintended consequences. This session is intended to inform those choices to facilitate continuous improvement and meet the needs of the students, teachers, and administrators. Companion clinic session D2 will focus on how student growth can be determined.

Brian Lloyd, Michigan Department of Education
Steven Snead, Oakland Schools

E3 — Michigan III-V **Update on Social Studies Assessment**

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.

Susan Palmiter, Michigan Department of Education

E4 — Grande I **Implementing Official SAT Practice with Khan Academy Strategically, and Its Impacts on Student Learning**

Detroit Public Schools Community District has deeply engaged with Khan Academy's OSP. The district worked with the College Board, and Wayne RESA to design a course for students to engage with multiple tools and resources, and is using locally produced data to track improvements to student outcomes. Sandusky Public Schools has also strategically engaged with Khan Academy OSP, creating a group of Khan OSP Student Ambassadors.

Erin Carlson, Sandusky Community Schools
Jacqueline Novak, Detroit Public Schools Community District
Jason Feig, College Board

E5 — Petit I **Commercialization, Proliferation, and Incoherence: The Triple Relics of IASA and NCLB Preventing the Implementation of Balanced Assessment Systems**

This session will dive deeply into how commercialization of assessment has contributed to a reduction in local capacity, how proliferation of assessment has created a backlash against an inherently meaningful part of instruction, and how incoherence of assessments have reduced the idea of an assessment system to a collection of products in the same way that a pile of bricks is not a house.

Joseph Martineau, Educational Testing Service

E6 — Petit II **Update on the Early Literacy and Mathematics Benchmark Assessments**

An update on the Michigan Department of Education Early Literacy and Mathematics Benchmark Assessments. This will include the life cycle of an item, item examples, and reports.

Julie Murphy, Michigan Department of Education
Kyle Ward, Michigan Department of Education
Nikki Mosser, Michigan Department of Education
Tim Tahaney, Michigan Department of Education

Thursday February 13, 2020

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

2:30 pm – 2:45 pm

Break/Beverages/Exhibits Lobby

The PM break will be provided by Curriculum Associates as a contribution to the success of the conference. Thanks to Curriculum Associates for providing this break.

Curriculum Associates

Ready i-Ready BRIGANCE

2:45 pm – 4 pm

F Clinics

F1 — Petit I

Balanced Assessment: What the Data Does and Does Not Tell Us

One of the most critical pieces of a balanced assessment system is having clarity about the questions you want answered and choosing the data that will help answer those questions. This session will look at different types of assessments and what questions the data potentially does and does not answer. This session is designed for administrators, teacher leaders, teachers, and anyone who has the responsibility of or finds joy in collecting and analyzing data in order to make decisions.

Kristy Walters-Flynn, Corunna Public Schools

F2 — Grande I

Potential Impact of the Read by Grade 3 Legislation and Tests

This session will include updates on the Read by Grade 3 (RBG3) law, the initial and extensive assessment lists, reading improvement plans (RIP), the early literacy coaching, the cut score that triggers retention piece of the legislation, and good cause exemptions.

Julie Murphy, Michigan Department of Education

Nikki Mosser, Michigan Department of Education

F3 — Petit II

Assessment Literacy for Busy Educators

This session will explore the key points and important aspects of Assessment Literacy as outlined in the James Popham book, "Assessment Literacy for Busy Educators". Relevant and applicable information will be shared that will enhance the assessment literacy of all participants.

Terri Portice, Michigan Assessment Consortium

F4 — Michigan III-V

Accountability System Updates Or: How I Learned to Stop Worrying and Love A-F

An overview of the federal and state accountability system requirements will be provided. We will also examine the results of schools' performance statewide in each system. 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

F5 — Grande III

Update on MI-Access

This workshop will focus on key issues related to Michigan's Alternate Assessment based on Alternate Achievement Standards. Revised alternate content standards in science, 1% cap issues, and key MI-Access 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

Antionette Dorsett, Michigan Department of Education

F6 — Grande II

Building a Perfect Assessment System

The National Panel on the Future of Assessment Practices suggests that it will take radical shifts in beliefs about learning and teaching to create comprehensive, balanced assessment systems. This session will unpack the components of such a system and share the success stories of two districts, Lake Orion and Bloomfield Hills, in their efforts to make radical shifts in their local assessment systems.

Steven Snead, Oakland Schools

Missy Butki, Lake Orion Schools

Wendy Osterman, Bloomfield Hills Schools

4 pm – Conference Adjourns

CONFERENCE INFORMATION

Suggestions for the 2021 MSTC Conference – February 16-18, 2021

In past years, 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 2021 MSTC Planning Committee wants your ideas for next year's conference! Please use the URL to access the brief Survey Monkey survey to provide us with your suggested sessions and speakers.

Your ideas will be added to those generated by the Planning Committee for consideration. Thank you in advance for providing your suggestions!

<https://www.surveymonkey.com/r/86BQNMT>

See you again February 16-18, 2021!

Scan this code with your mobile device.



Be a Good Network Neighbor

The MSTC Planning Committee and U-M Conference & Event Services have worked hard to provide a robust Internet network at the Sheraton Ann Arbor for conference attendees, but we need your help. Here's what you can do:

1. Connect one device at a time: While you may have multiple wireless devices with you, please connect only one at a time to the network and take a moment to disconnect when you switch to a different device.
2. Don't set up your own network: When things get slow, it is tempting to use a wi-fi hub to set up a network. Please avoid the temptation as your mini-network interferes with the larger network.
3. Wait to download and stream: The network is meant for conference-related usage such as checking the online program. Please resist the urge to download large files or stream video during conference hours.

Thanks for your help!

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, 2020. 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.



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

EXHIBITOR/SPONSOR PROFILES



MEASUREMENT INCORPORATED

Measurement Incorporated (MI) is an employee-owned corporation and leading provider of customized educational assessment services for state governments, school districts, 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. MI also provides formative assessment tools through MI Write and MI Compass. 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>.



MZ DEVELOPMENT

MZD 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 administration and scoring. Our flagship product OSCAR is an online distributed scoring platform designed to streamline scoring activities for all types of performance assessment items (constructed response, video, audio, and portfolio work). MZD also collaborated with the Michigan Assessment Consortium (MAC) to build a collaborative teacher performance assessment/scoring platform called OSCAR Classroom intended to accommodate the administration of performance assessment tasks by teachers in the classroom. ADAM is MZD's assessment administration and management platform, designed to provide districts with a comprehensive and easy-to-use online administration platform that is integrated with both OSCAR and OSCAR Classroom for performance scoring.

EXHIBITOR/SPONSOR PROFILES



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.



PEARSON

Pearson is pleased to support the Smarter Balanced Interim Assessments approved by the Michigan Department of Education, and can be used to collect data related to student progress prior to the M-STEP statewide assessments. The Smarter Balanced Interims are aligned to Michigan academic standards for English language arts and math and include the same item types and tools as the M-STEP. At Pearson we have a clear mission: to help people make progress in their lives through learning. Our focus is to combine content and assessment, powered by services and technology, leading to more effective teaching and personalized learning at scale.



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 committed to providing educators with insights and resources to accelerate growth and help all students build a strong foundation for success. Renaissance solutions are used in over one-third of US schools and in more than 90 countries worldwide. The Renaissance portfolio includes Star Assessments, for reliable, accurate insights into K-12 student learning; myIGDIs, for accurate assessment of early learning; myON, to increase students' access to high-quality reading materials; Accelerated Reader, to support independent reading practice; and Freckle, for teacher-led differentiated instruction. For more information, visit www.renaissance.com

MEETING ROOMS

