

# Session 6A: State Stories

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# Panelists



**Dr. Dan Farley**

*Assistant*

*Superintendent, RADAR*  
Oregon Department of  
Education



**Dorcas Kong**

*Senior Manager of*  
*Data Leadership &*  
*Innovation*

California  
Collaborative for  
Educational Excellence  
(CCEE)



**Dr. Kathy Dewsbury-White**

*President and CEO*  
Michigan Assessment  
Consortium (MAC)

# Moderators



**Dr. Juan D'Brot**

*Associate Director*  
Center for Assessment



**Dr. Will Lorié**

*Senior Associate*  
Center for Assessment



# Oregon's State Assessment System - Toward Balance

Dan Farley, PhD

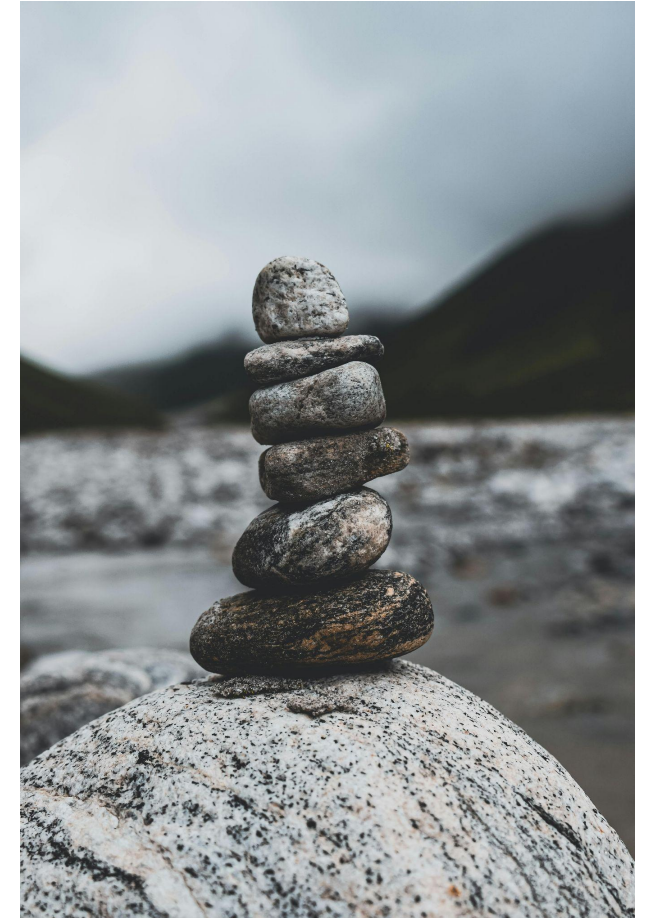
Assistant Superintendent of the Office of Research,  
Assessment, Data, Accountability, & Reporting (RADAR)

Oregon Department of Education

# What is Balance?

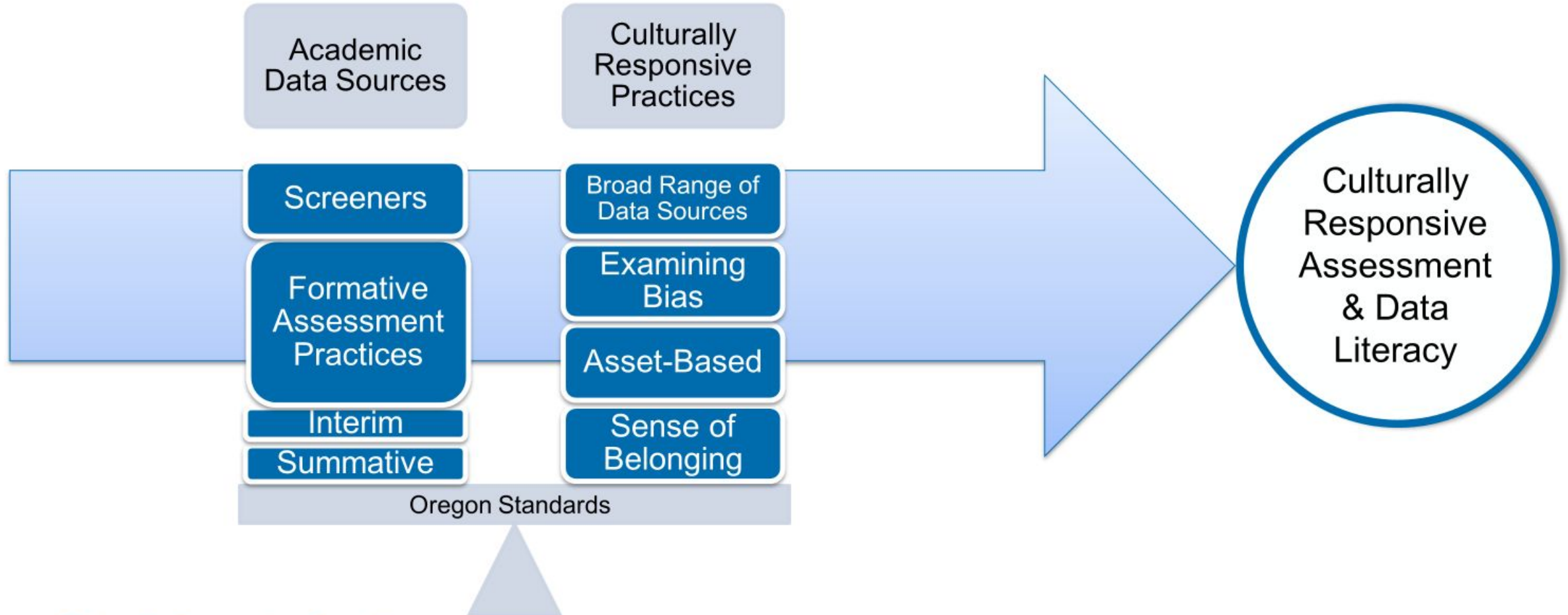
Oregon has addressed different types of imbalance:

- **2017 to 2020: Resources**
  - assessment literacy
  - formative - interim - summative
- **2020 to 2022: Practices**
  - decreasing bias and increasing cultural responsiveness
- **2022 to 2025: Storytelling**
  - qualitative data sources added to provide context for interpretation of quantitative sources
  - centering community voices





# Balanced Assessment System



# Addressing Threats to Balance in Oregon

## **Common Threats to Efficiency**

Threat 1: Too much testing overall, particularly early or later in the year.

Threat 2: Redundant assessments.

Threat 3: Unused assessment results.

## **Common Threats to Usefulness**

Threat 4: Not having a clear match between the assessment purpose and design.

Threat 5: Assuming all tests can inform instruction.

## **Common Threats to Coherence**

Threat 6: Inconsistency between assessments and instructional vision.

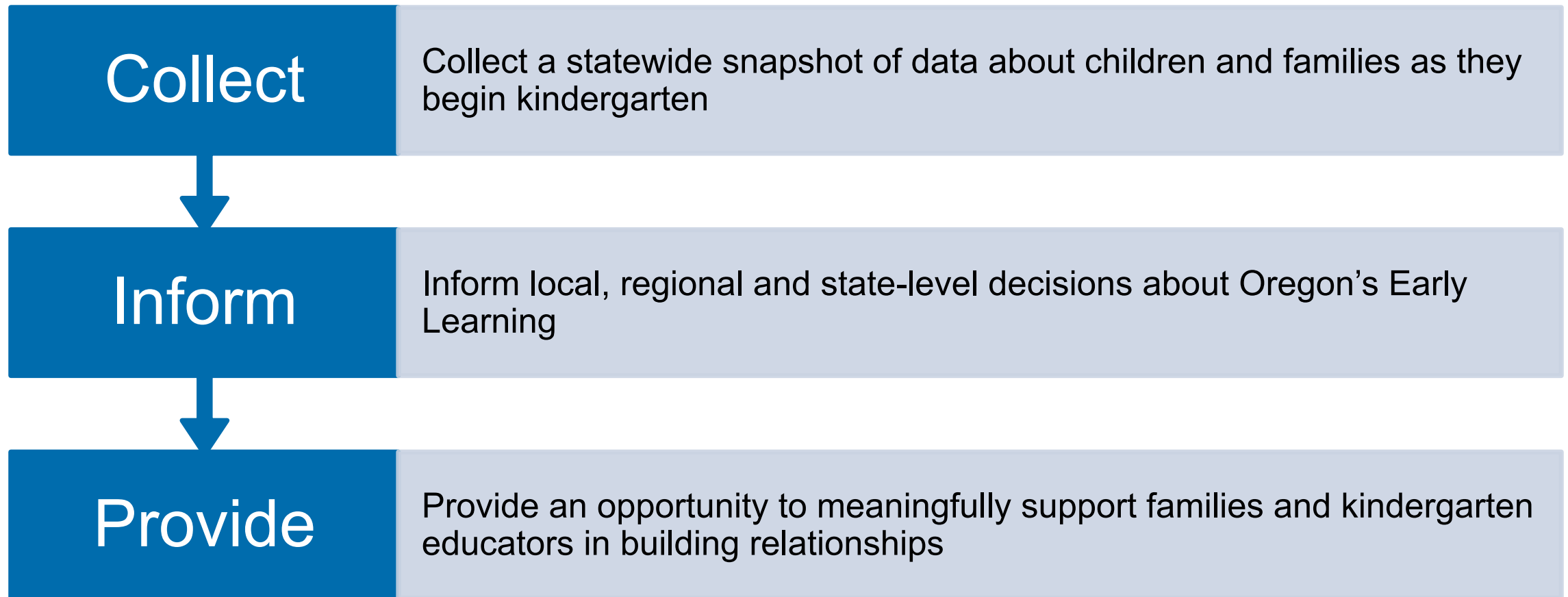
Threat 7: Policies that distort practice.

Threat 8: Over-emphasizing the role of summative assessment.



# Addressing Threats to Efficiency

# Early Learning Transition Check In: Purpose





# District Assessment Inventory (DAI) Findings

- Students in Oregon spend approximately 2-3% of their instructional time on state- and district-required testing. This figure includes Oregon's Statewide Assessment System tests (OSAS) in addition to the district-required tests reported in the DAI.
- The top three district-reported reasons for testing are to 1) measure student progress, 2) diagnose skills, and 3) plan lessons.
- The top two intended user groups of test results are 1) classroom teachers; and 2) parents, families, and students. Classroom teachers were reported as users of results from over 87% of the required tests, regardless of the purpose of the test.
- The majority of tests measure Language Arts or Math content knowledge.
- Students in elementary grades (PK-5) participate in more, but shorter, test events. Students in the secondary grades (6-12) participate in fewer, longer test events.
- While some tests were cited quite frequently, a wide variety of testing instruments are being used across Oregon. Two-hundred and thirty-two distinct tests were submitted to the DAI.
- Half of the tests imposed out-of-pocket expenses for districts. (Tests which come bundled with curricular materials were assumed to pose no additional out-of-pocket expense to districts.)
- Test results are typically available in two days or less for 87% of the district-required tests

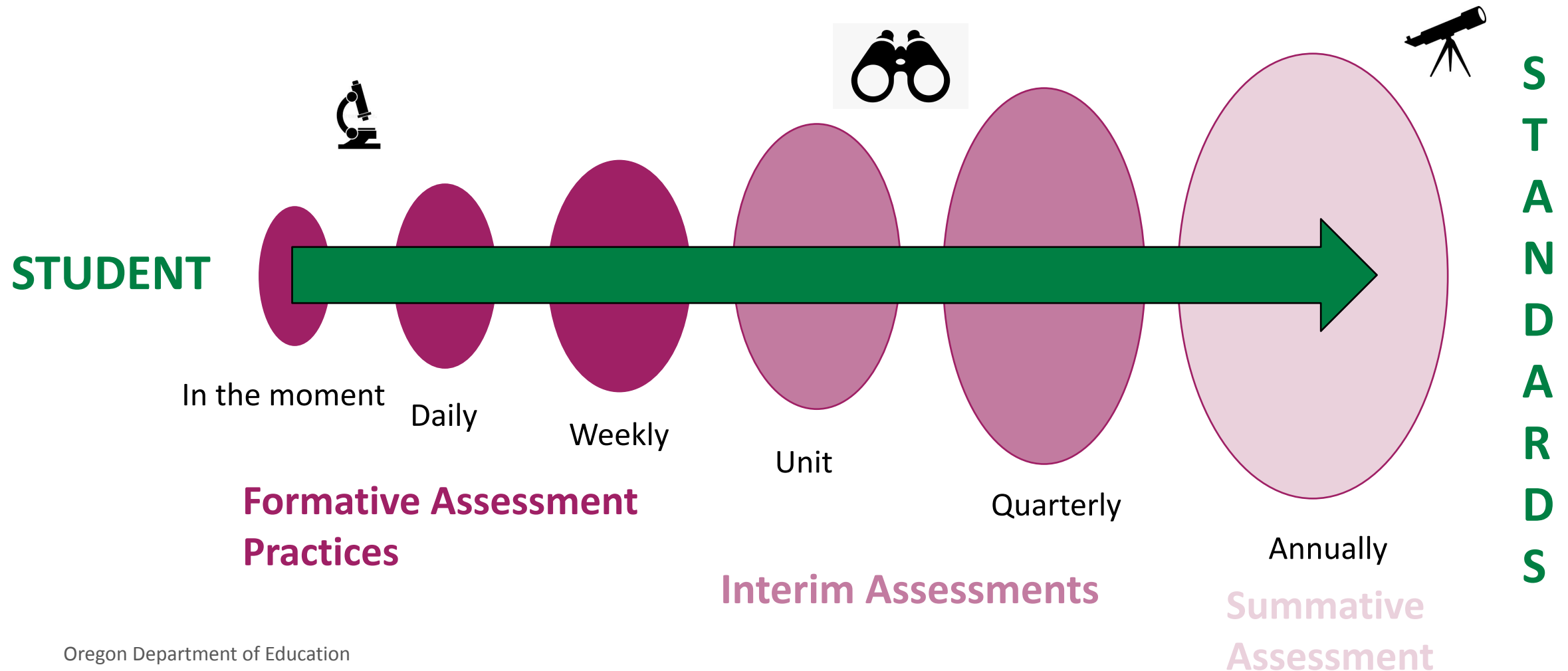
# DAI Recommendations

1. Clarify assessment purpose and goals
2. Align tests with learning objectives
3. Use a variety of assessment methods
4. Integrate assessment into instruction
5. Leverage staff resources and technology
6. Prioritize essential tests
7. Optimize assessment timing
8. Collaborate with students, families, and educators
9. Provide professional development
10. Regularly evaluate and adjust



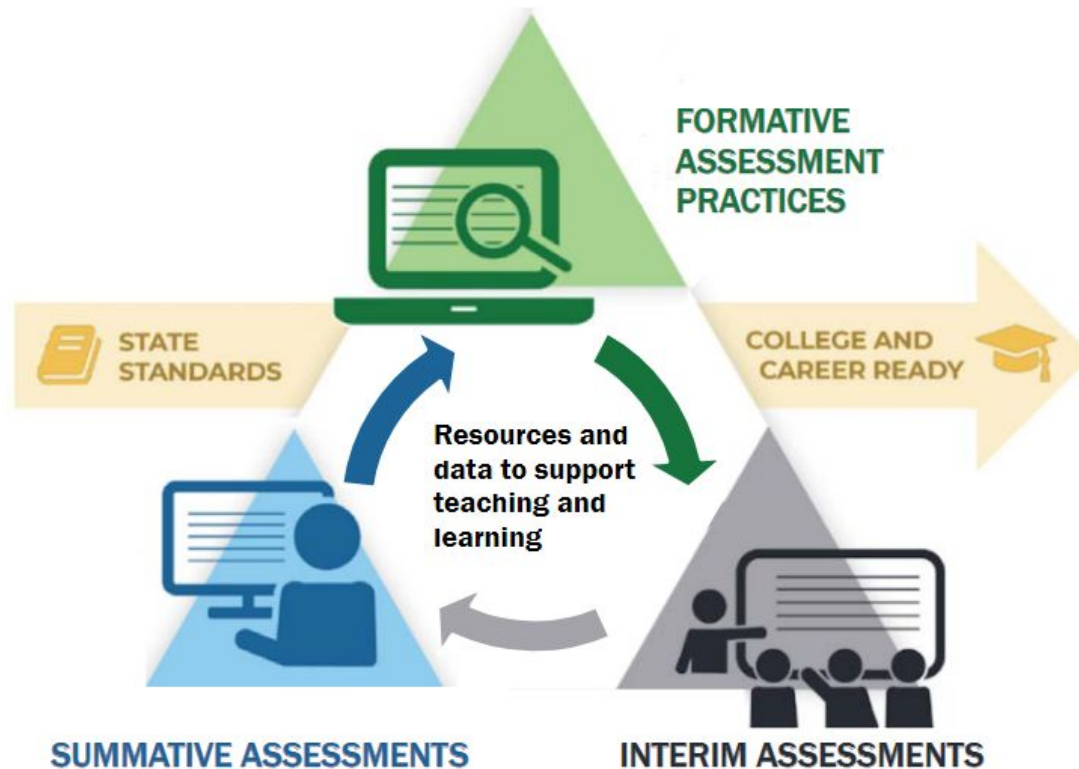
# Addressing Threats to Usefulness

# Right Assessment for the Right Purpose



# Balanced Resources

## Balanced Assessment System



Smarter Balanced Assessment Consortium responds to pandemic by providing Oregon with access to interims at no additional cost



# Addressing Threats to Coherence



# Architecture & Influence

- ODE is partnering with the EAC to coordinate professional learning opportunities for educators and administrators
- Working to find the right balance between local discretion and centralized requirements that enact best practices
- Developed a data and research architecture to coordinate research activities and lean into data justice principles

# Policy Shifts

- Developed broad communication resources for multiple audiences (continue to work on dynamic data dashboard)
- New state interim test requirement will be in place for 2026-27 as part of the Oregon Education Accountability Act
- Coordinating with early literacy and progress monitoring guidance
- Working to ensure that HQIM implementation creates clarity

# What it takes to Implement Balanced Assessment Systems

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**Reidy Interactive Learning Series (RILS) Portsmouth, NH**

Friday, September 19, 2025

Michigan Assessment Consortium's perspective: Session 6A State Stories

# About the MAC

## Our Mission:

- 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 learning, and
- Producing and sharing assessment tools and resources

# Michigan Assessment Consortium



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ASSESSMENT RESOURCES

LEARNING OPPORTUNITIES

PROFESSIONAL COMMUNITIES



Improve Assessment. Increase Success.

The MAC provides leadership and services to advance quality, balanced assessment practices and systems. [Learn More](#)

Want to learn more about assessment?  
Visit our Assessment Resource bank.

[Get Started](#) →

Visit the MAC website:

[www.michiganassessmentconsortium.org](http://www.michiganassessmentconsortium.org)





# Current Status: MAC's role in the Michigan education system

## OUR NICHE

The MAC plays a complimentary role to the SEA & state education associations promoting assessment literacy, and providing assessment resources & professional learning—focused on balanced assessment systems and assessment literate practice.

## OUR FOUNDATIONAL ASSETS

- MAC Assessment Literacy Standards (2015, 2017, 2020, 2024)
- MAC offers a robust annual catalogue of services, programs, events
- The MAC is the support contractor for (FAME) Formative Assessment Michigan Educators program

Local and State  
Policymakers

District  
Administrators

Building  
Administrators

Teachers

Students and  
Their Families

# Assessment Literacy Standards: delineated for role groups

## Format of the MAC's Assessment Literacy Standards

The standards for each of five groups are organized around:

- **Dispositions** – Standards that address what individuals who are assessment literate believe regarding assessment.
- **Knowledge** – Standards that specify the particular vocabulary, processes, and practices that assessment literate individuals understand.
- **Performance** – Standards that address the skills and competencies by individuals who are able to demonstrate proficiency.

A purposeful decision was made to include all relevant standards for each group, despite redundancy, so standards for any group are comprehensive and can stand alone.

A Glossary provides definitions of the terms in the Assessment Literacy Standards as a tool for greater understanding of the intent and meaning of the standards.





# Engagements for Educator Roles



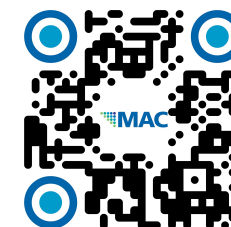
## MAC Engagements in 2025–26

All stakeholders contributing to education need to be assessment literate to ensure growth and achievement happens for all of our learners



	Everyone	Teachers	District Teams	ISDs	Assessment Facilitators	Engagement Type	Asynchronous PL Resources
<b>BBAF</b> Building a Better Assessment Future	●					Conference	<b>Assessment Learning Modules:</b> self-paced modules based on the Assessment Literacy Standards for teachers, administrators, policymakers, and students and their families.  <b>Common Assessment Development Modules:</b> self-paced modules will help you to learn how to create and use common assessments, step-by-step.  <b>A Vision of Excellence in Assessment:</b> A webinar series with Rick Stiggins.  <b>MAEIA EduPaths Courses:</b> Self-paced courses to help assess students in the arts, evaluate their arts program, and demonstrate professional practice.  <b>MAEIA Video Modules:</b> Self-paced video modules on how to use MAEIA resources and tools for arts education.  Both MAEIA resources above would be for arts educators, administrators, organizations, schools, and districts effectively.
<b>MSTC</b> Michigan School Testing Conference	●					Conference	
<b>ALN</b> Assessment Learning Network	●					Network with topical expert presentations	
<b>MAC Reads</b>	●					Annual statewide book study	
<b>ALI</b> Assessment Learning Institute		●				Institute	
<b>ALI Alumni Series</b> Assessment Learning Institute Alumni Series		●				3-part virtual event	
<b>MiPAC</b> Michigan Performance Assessment Cohort		●		●		R&D Project (performance assessments)	
<b>FAME</b> Formative Assessment for Michigan Educators		●		●	●	3-year program coach & learning team model based in LEA's	
<b>DQCSA</b> Developing Quality Classroom Summative Assessments		●				3-day in-person series	
<b>MALFA</b> Michigan Assessment Literacy Facilitators Association				●	●	Association/Network—meetings resource sharing & development	
<b>ABCA/LEAs</b> Achieving Balance in Classroom Assessment			●			3-year program—supported with CIP	
<b>ABCA/ISDs</b> Achieving Balance in Classroom Assessment				●		2-year program—think “train the trainer” to serve constituent districts	

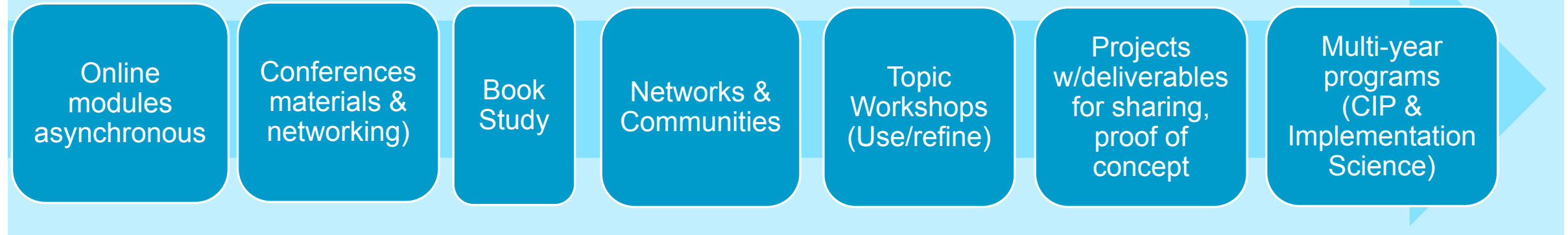
Scan to download chart:





# PL Formats: Designs & Expectations

## Organization/Systems Focus



## Expectations

Increase Awareness    Assimilate Knowledge/Skills    Change System/Practice

## Individual Focus





# PL Opportunities: Focus, Design & Expectations

## Organization/Systems Focus

MSTC  
Conference

BBAF  
Conference

MAC  
Reads

ALN

DQCSA

DASD  
Toolkit

ABCA

## Expectations

Increase Awareness    Assimilate Knowledge/Skills    Change System/Practice

## Individual Focus

MSTC  
Conference

BBAF  
Conference

MAC  
Reads

DQCSA

ALN

ALI

FAME  
Program

TLAS  
Credentialing



# Annual catalogue of programs and services

2025–2026



## MAC Programs and Services 2025–2026



August 6-7, 2026

### Building a Better Assessment Future 2026

A two-day in person conference for educators, assessment policymakers, and district teams.

October 15, 2025 Launch

### Achieving Balance in Classroom Assessment for ISDs/ESAs

A two-year facilitated professional learning and implementation journey for ISD/ESA consultants, all sessions are virtual.

[Information & Registration](#) | [Schedule](#)

October 2025 Launch

### Assessment Learning Institute 2025–2026

Year-long series for individual classroom teachers, in-person Saturday launch thereafter virtual engagements.

[Information & Registration](#) | [Schedule](#)

October 2025 Launch

### Assessment Learning Institute Alumni Series

A virtual three-part event for classroom teachers and ALI Alumni to delve deeper into topics that have been instrumental in rethinking classroom assessment and practice.

[Information & Registration](#) | [Schedule](#)

September 25, 2025 – May 6, 2026

### Assessment Learning Network

A professional learning community open to educators, policymakers, and education community members. The theme for 2025–26 is *Creating Coherence: Instruction and assessment in secondary classrooms that engages and motivates today's learners*. ALN hosts a series of four engagements: two in-person and two webinars.

[Information & Registration](#) | [Schedule](#)

September 29–30, 2025 and December 1, 2025

### Developing Quality Classroom Summative Assessments

Three-day, in-person series for individual educators or teams that delves into the complexities of designing impactful, precise classroom summative assessments.

[Information & Registration](#) | [DQCSA flyer](#)

October 14, 2025 Launch

### Achieving Balance in Classroom Assessment for LEAs

A three-year facilitated professional learning and implementation journey for district teams.

[Information & Registration](#) | [Schedule](#)

[michiganassessmentconsortium.org](https://michiganassessmentconsortium.org)



[qr.codes/hkp6ie](https://qr.codes/hkp6ie)



# District Case Stories in pursuit of balanced systems

**Wayne-Westland Community Schools** utilizes programs and services that include: *District Assessment System Design Toolkit*; basic assessment literacy all levels, development of common assessments, all district implementation of *FAME*.

**Redford Public Schools** utilizes programs and services that include: *ABCA Program* (2x), *FAME* program, variety of other engagements basic assessment literacy (big focus on catching up leadership team).

**Dansville Schools** utilizes guaranteed and viable curriculum service, focuses on standards-based grading and proficiency for all, concludes with *Sample Teaching & Assessment Expectations Guidance* (policies and supports) and makes district assessment team same as school improvement team.

**Note:** These districts are a mix of urban, suburban, rural, small to large, 2 ethnically/racially diverse, none are affluent.

**See:** Annotated Artifacts Session 6A State Stories RILS Conference 2025 from MAC



## 2018 MSTC – District Assessment System Design Toolkit

- Structure for a district team to have the conversations necessary to design a district assessment system.
- Walks the team through the process over 3 meetings

## Spring 2019 WWCSD DASD Team

- Worked through the process to design our “desired state”



## District Assessment System Design Toolkit *Project Report*

*Version 0.9 (beta) released June 29, 2018*

### Developed By

Joseph Martineau

Senior Associate



Kathy Dewsbury-White  
Ed Roeber

President & Chief Executive Officer  
Assessment Director



Ellen Vorenkamp

Assessment Consultant



Steven Snead  
Jonathan Flukes

Supervisor, Curriculum & Instruction Unit  
Research, Evaluation, & Assessment Consultant







# District Assessment System Design

Workshop #1 – Assessment Literacy

Assessment Inventory - Audit Tool

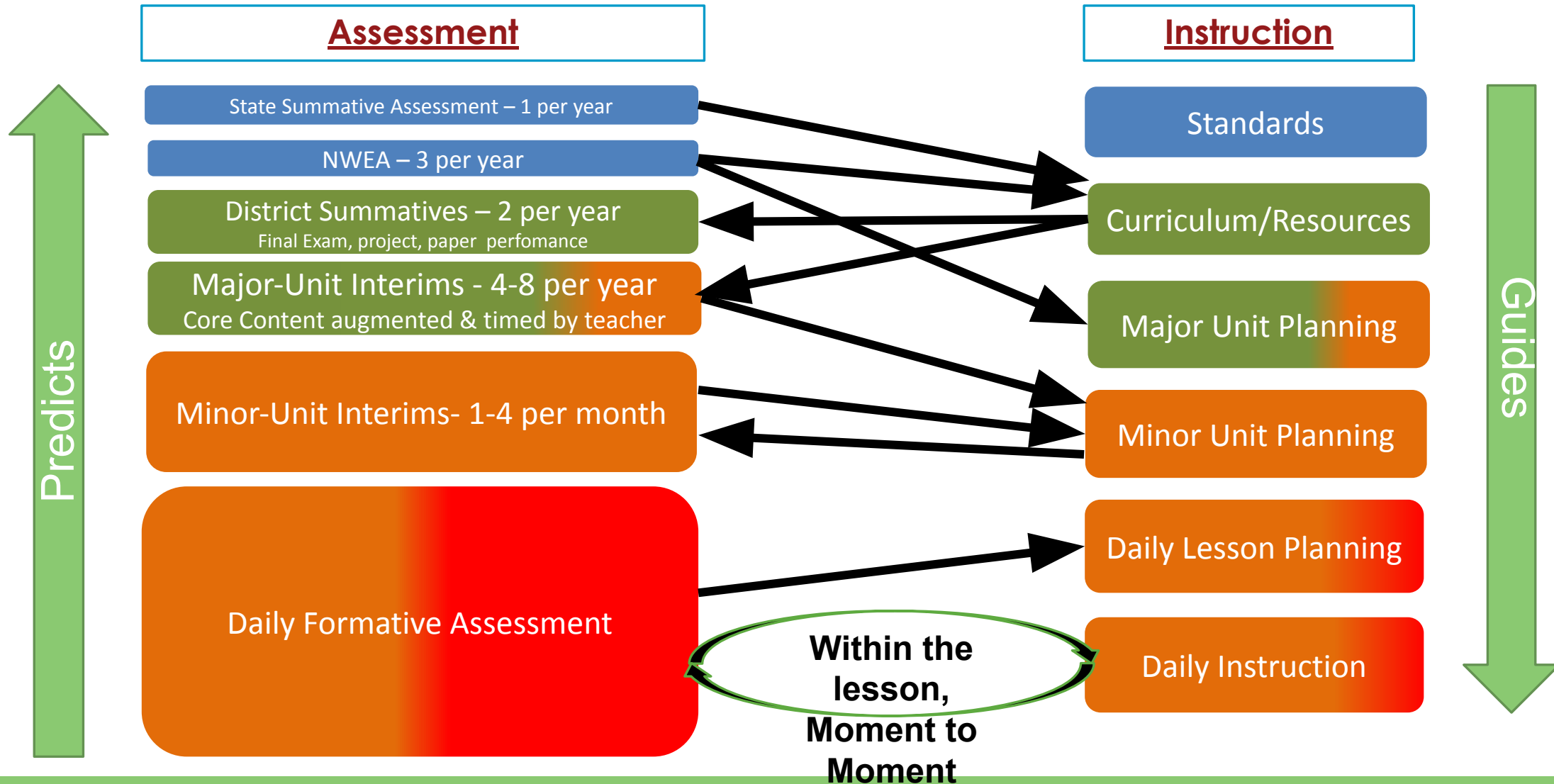
Workshop #2 – Review District Assessment Inventory and Begin System Design

Workshop #3 – Review and Revise System Design and Formalize DASD Team Recommendations

Challenge	Associated Need
Assessment Literacy	Shared vocabulary/understanding of types, characteristic, and purposes of assessment.
Appropriate Use	Shared understanding of what assessment types/characteristics match intended purposes
Parsimony	A system that minimizes duplication (and thus time devoted to formal test taking)
Coherence	All components form a coherent whole to create a balanced picture of student learning
Power Sharing	A system in which educators share power and collaborate across all levels in the district
"Systemness"	An approach to developing an assessment system rather than a collection of assessment
Implementation	A plan for implementation that attends to potential hurdles
Maintenance	A plan for thoughtful revisions so that the <b>system</b> remains a <b>system</b>



# District Assessment System





# Targeted Professional Development

## Supported by Wayne RESA & Michigan Assessment Consortium & MDE

### Instructional Coaches

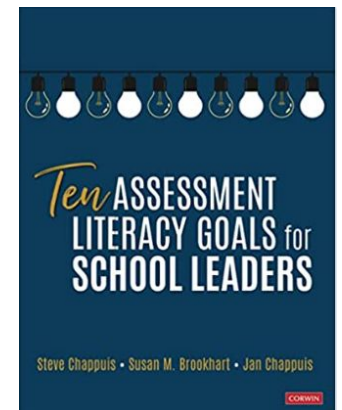
- 2 ½ Days of Training - Assessment Literacy/Balanced Assessment/Formative Assessment
- October 2023– “FAME” Kickoff with building teams (All WWCS Instructional Coaches are FAME Leads)
- 2023-24 School Year – Fame Teams in every K-12 building and CTC
- 2024-25 School Year – Full Implementation, Tier 1 Instruction

### Content Leads, Grade Level Leads, Department Heads

- 2 ½ Days of Training - Assessment Literacy/Balanced Assessment/Building Quality Assessments
- Summer 23 thru 2023-2024 School Year - Developing District Common Assessments
- 2024-25 School Year – Full Implementation

### Central Office and Building Administrators

- Summer 2023 through 2023-2024 School Year
- Assessment Literacy and Balanced Assessment
  - Conference - ***Building A Better Assessment Future***
  - Training based on ***Ten Assessment Literacy Goals for School Leaders***





# Observations when support has advanced a BAS

## Efficiency

- Assessment information gets used & is valued all users

## Usefulness

- Clearer match between assessment purpose and design is achieved
- Clear demarcation exists between which assessments inform instruction and which do not

## Coherence

- Alignment between assessments and instructional vision occurs
- Policies around grading and teacher expectations support assessment practice that supports learning
- Role of assessment (of, for, as) is understood



# Observations when our supports have not directly supported a BAS or are net neutral

## Efficiency

- Continuing legal requirements around the use of interims and now additional measures related to literacy development and new dyslexia legislation
- Redundant demands legislated interims & overuse of screeners

## Coherence

- Using interims that are not derived from the same standards as the 1 x a year summative
- Tying teacher evaluations and student growth to measures and metrics ill equipped to provide accurate information
- Maintaining some grading and reporting policies that inadequately support the use of assessment in support of learning



# Overall observations about people and the behaviors that support systems change – related to a BAS

- One sustained and sustaining **assessment literate champion** placed with access to influence all stakeholders, budget and system levers
- Understand what **critical mass** is for a given district, systematically plan to achieve it and sustain it.
- Successfully embed in **school improvement plans** to achieve unity of focus and align categorical supports (\$ to offset staff PL and work time)
- Develop **policies** in support of a BAS and “mind” them



# Partnering for Balance

## Moving Assessment Systems Toward Greater Coherence, Usefulness, and Efficiency



**Dorcas Kong**

Senior Manager,  
Data Leadership & Innovation

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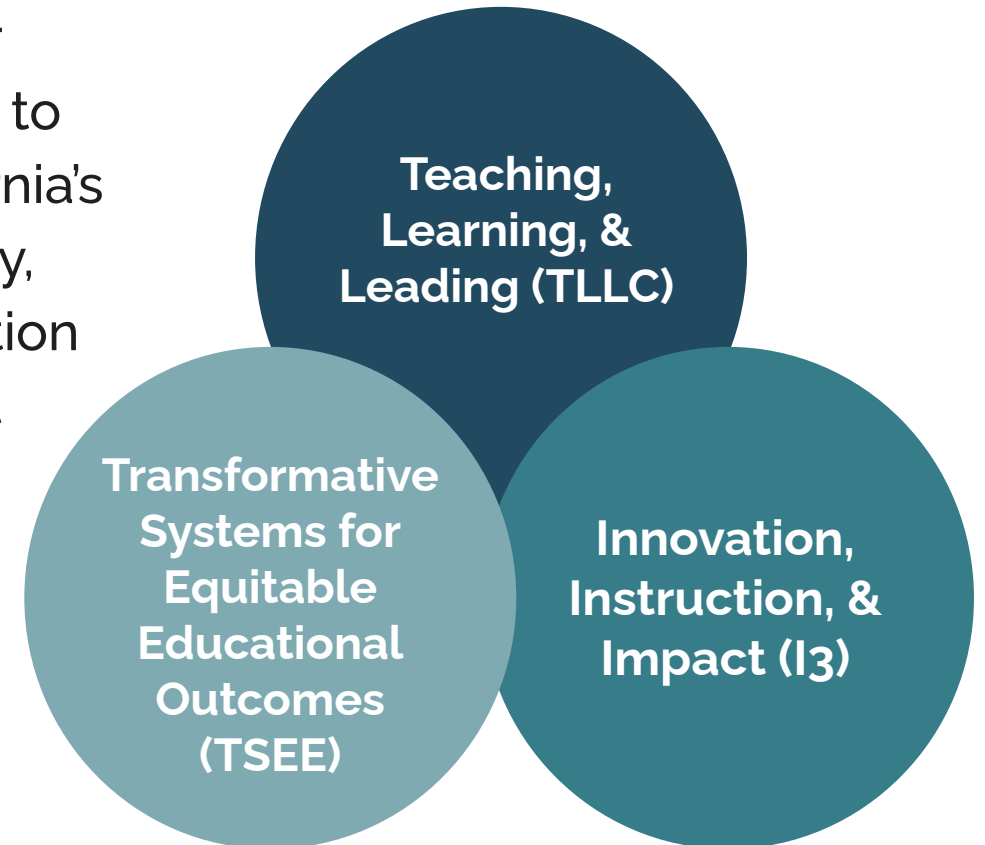
September 19, 2025

Reidy Interactive Learning Series (RILS)

# Who is the California Collaborative for Educational Excellence (CCEE)?



Statewide leader  
whose mission is to  
deliver on California's  
promise of quality,  
equitable education  
for every student



# Bakersfield City School District

## Common Threats to Efficiency



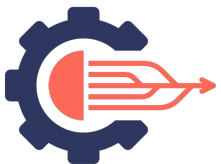
Engaged in Balanced Assessment System Pilot from January-June 2024



Conducted inventory of district-required ELA assessments for grades K-1



Found overlapping assessments with results often unused



Response: streamlined by eliminating redundant assessments & creating new K-2 early literacy assessment with teacher input



**Assessment  
System Review  
Learning Path**

[bit.ly/CCEE-LAS](https://bit.ly/CCEE-LAS)

# Rincon Valley Union School District

## Common Threats to Usefulness



Joined CCEE's Data Research Learning Network (DRLN) in January 2023



Challenge: reliance on summative assessments → lacked ongoing evidence to guide math instruction



Piloted professional learning initiative to strengthen formative assessment (FA) practices in math



2024-25 pivot: built capacity of principals as instructional leaders to lead FA conversations and professional learning in their schools



**RVUSD Formative  
Assessment  
Resources**

[bit.ly/RVUSD-FA](https://bit.ly/RVUSD-FA)

# Fairfield-Suisun Unified School District

## Common Threats to Coherence



Enrolled in CCEE's Data Leadership Course (2024-25)



Conducted listening sessions with: 1) Elementary Grade-Level Leads, 2) Secondary Department Chairs, and 3) Site Administrators & Educational Services



Challenge: lack of coherence → confusion about assessment purposes, misalignment across the system, grading tensions



Next steps: focus on assessment literacy, curriculum & assessment investigations, and clarifying purpose/use/user of each assessment

# Key Takeaways



Balance is about purpose + alignment, not just fewer tests



CCEE's role = partner, not compliance officer



A continuous journey, not a checklist



Ultimately, assessments should support teaching & learning

# Next Up...

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- ★ Questions from moderators
- ★ Audience Q & A

*Session ends at 10:30am*