

How Can Assessment Be Used to Accelerate Student Learning?

As this school year begins, it might be tempting to remediate any learning your students missed last year during the pandemic. However, this may not be the most beneficial approach for your students. The Michigan Assessment Consortium and the Michigan Department of Education (MDE) offer these suggestions for assessment practices as you begin planning your instruction this year.

- Prioritize current grade-level standards, rather than attempt to re-teach the previous year's content, to keep students moving forward in their learning.
- Assess student understanding of key concepts by using diagnostic and instructionally embedded assessments (IEAs) and fill in gaps in learning as needed.
- Use the formative assessment process during daily instruction as the primary method of assessment to support and advance student learning.
- Monitor students' social, physical, and emotional well-being to make sure they are prepared for learning in the new school year.

Focusing on a smaller set of prioritized standards in the beginning of the year can help students rapidly learn new foundational grade-level content. It is important to remember that focusing on a list of prioritized standards does not remove a teacher's responsibility to teach the other current grade-level standards, nor does it remove other standards; instead focusing on prioritized standards assigns the other standards to a supporting role. Also, by law spring summative assessments assess the depth and breadth of Michigan's state standards, so it is imperative that all current grade-level standards are taught over the course of the school year.

Teachers will have to assess student readiness using the formative assessment process to move students on to more challenging curriculum as the school year gets under way. In their paper [Pre-Assessment: Promises and Cautions \(PRE-ASSESSMENT: Promises and Cautions \(uky.edu\)\)](#), Guskey and McTighe (2016) offer three important guidelines to be considered when implementing these assessments.

1. Clarify your purpose for using the assessment(s) and share the purpose with your students, so they become invested in their learning.
2. Determine how the information gleaned from the assessment will be used. Knowing how the data will be used and what actions will be taken as a result are critical considerations for moving student learning forward.
3. Use assessment judiciously and efficiently. Assess only when it is necessary to know what students have mastered and what gaps still remain. Instruction should still be at the forefront of daily classroom activities.

Careful planning and implementation of a variety of assessments to advance student learning, and determining where additional supports are needed, will help to get your students back on track and learning forward toward success.

Call Center: 877-560-8378 (select appropriate option) for assistance with assessment or accountability issues

Formative

Interim

Summative

Resources

[Accelerated Learning: Assessment Practices for Accelerated Learning](#)

The Michigan Department of Education and the Michigan Assessment Consortium offer a brief overview on formative and instructionally embedded assessment practices that will set the stage for advancing student learning in the 2021-2022 school year.

[What Are Power Standards? How Do I Use Them?](#)

Angela Peery, Ed.D. explains the purpose of prioritizing some grade-specific standards at the beginning of the school year. However, it is important to remember that, by law, all grade-specific content standards are assessed in totality by end-of-year

Put Into Practice

Consider registering a team from your school or district to attend Jay McTighe's presentation at the first Assessment Learning Network's event of the 2021-2022 school year (October 7, 2021) as he discusses Assessment to Promote Deeper Learning: How strong foundations engage students and propel their learning. [Register as a participant.](#)

Focus on Assessment Literacy

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