

What you should know

Testing and other forms of student assessment can provide valuable information to parents, educators, and policy leaders about students' growth and learning. In fact, a coherent, comprehensive assessment system, used with greater consistency across the state, is an important strategy to propel Michigan to be a top 10 education state in 10 years.

A key question for educators and policy makers is this: How can Michigan cultivate a balanced assessment system that **measures progress** toward a student's mastery of content standards AND **informs classroom instruction**?

Purpose matters

Student assessments are used for many different purposes at the state, district, school, classroom and student levels. These purposes include individual student instruction, individual or group remediation, instructional planning, program evaluation, student accountability, educator evaluation, and/or school accountability (*Michigan Assessment Consortium, 2014*). Assessment tools and strategies work best when they match the purpose for which they are intended.

What do different types of assessments do?

Student assessments generally serve one of two overarching purposes: they either guide learning (*assessment FOR learning*) or certify learning (*assessment OF learning*).

The table in **Figure 1** illustrates the flow from the **Formative** assessment process (assessment for learning) toward **Summative** assessment (assessment of learning). It includes information about **Interim/Benchmark** assessments, which are given periodically to monitor student learning over a specified period of time.

Figure 1. This table describes types of assessment and offers some examples of each. The chart also illustrates how different educators at various levels use assessment data to inform decisions.

4 Key Assessment Questions					
	When? (frequency)	What is provided?	Who benefits?	Why? (purpose)	
Assessment FOR Learning	Formative	Continuous throughout construction	Immediate actionable feedback	Students and teachers	Inform teaching and learning approaches
	<i>Examples</i>	<i>Formative Assessment Strategies: Self-assessment, peer assessment, feedback, activating prior knowledge, goal setting, and questioning</i> <i>Formative Assessment Tools: Observable application of the formative strategy—can include student conferences, learning logs, portfolios</i>			
Assessment OF Learning	Interim/ Benchmark	Periodic	Multiple "checkpoints" across time	Students, teachers, school, and parents	Monitor student progress toward learning goals, predict performance on future assessments, or evaluate programs.
	<i>Examples</i>	<i>Pre-tests, graded classroom assignments, portfolios, and benchmark assessments</i>			
	Summative	End of learning (unit, term, school year)	Snapshot	Students, teachers, school/district, parents/community, state/federal government	Certify student learning of intended academic outcomes (e.g. standards, student learning objectives)
	<i>Examples</i>	<i>End-of-year exams, portfolio, annual assessment data (M-STEP, MME, etc.), and unit assessments</i>			



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

GRETCHEN WHITMER
GOVERNOR

SHEILA A. ALLES
INTERIM STATE SUPERINTENDENT

MEMORANDUM

DATE: February 1, 2019

TO: House and Senate School Aid Subcommittees
House and Senate Fiscal Agencies

FROM: Venessa A. Keesler, Ph.D., Deputy Superintendent *V. Keesler*
Division of Educator, Student, and School Supports (DESSS)

SUBJECT: Benchmark Assessment Reimbursement Grants

Pursuant to Section 104d of the State School Aid Act, the Michigan Department of Education has prepared the attached report to meet the requirements of this section.

For additional questions, please contact the following MDE staff:

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Attachment

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Report to the Legislature of Michigan on Section 104d of the State School Aid Act

Benchmark Assessment Reimbursement Grants

In June 2018, as part of Section 104d of the State School Aid Act, the legislature requested a report to the House and Senate appropriations subcommittees and the House and Senate Fiscal Agencies on the number of districts that purchased each test, tool, and assessment as part of this sections provision of reimbursement grants for the purchase of benchmark assessments for Michigan districts.

Overall 651 districts applied for this grant opportunity, which covered 924,896 students. This resulted in an average per pupil amount of \$9.94 being sent back to districts to help support their benchmark assessment efforts.

The following is a table that lays out the assessment tools that were submitted for funds and the number of districts that selected each tool:

Assessment Name:	# of Districts*	% Districts
Achievement Network	4	0.6%
Aimsweb	14	2.1%
DIBELS	19	2.9%
DRA2	2	0.3%
DRC Beacon	6	0.9%
DRC Smarter Balanced	5	0.8%
Edmentum Exact Path	4	0.6%
EL Education	1	0.2%
FastBridge	9	1.4%
Fountas & Pinnell Benchmark Assessment System	6	0.9%
Inspect	2	0.3%
i-Ready Diagnostic	26	3.9%
Learning A-Z	1	0.2%
Lexia RAPID	3	0.5%
NWEA	510	77.0%
Scantron	1	0.2%
STAR	49	7.4%
TOTAL:	662	100.0%

**Note: this number is slightly higher than the number of districts that applied for the grant opportunity as some districts split their grant between multiple tools by grade*

The opportunity for Michigan school districts to receive assistance in procuring benchmark assessment tools for their schools was well received. We are optimistic that their use will be beneficial to the students in our state.

Summative and Interim/Benchmark Assessments*

Grade	Test Type	Mandate	Test Name	Subjects	Given	Purpose	State Citations (a)	ESSA
K-2	Benchmark	Required	Early Literacy and Mathematics Benchmark Assessment or District-selected benchmark	ELA, Mathematics	Fall, Winter, Spring	Within-year progress; program improvement	MCL 388.1280f; MCL 388.1704c; MCL 388.1704d	ESSA
	Summative	Required	M-STEP	ELA, Mathematics	Spring	Proficiency; accountability	MCL 388.1704c; MCL 388.1082	ESSA 1111(b)
3	Benchmark	Optional	District-selected benchmark assessment ^(b)	ELA, Mathematics	Multiple	Within-year progress; program improvement	MCL 388.1280f; MCL 388.1704d	
	Summative	Required	M-STEP	ELA, Mathematics	Spring	Proficiency; accountability	MCL 388.1704c; MCL 388.1082	ESSA 1111(b)
4	Benchmark	Optional	District-selected benchmark assessment	ELA, Mathematics	Multiple	Within-year progress; program improvement	MCL 388.1704d	
	Summative	Required	M-STEP	ELA, Mathematics	Spring	Proficiency; accountability	MCL 388.1704c; MCL 388.1082	ESSA 1111(b)
5	Summative	Required	M-STEP	Science, Social Studies	Spring	Proficiency; accountability	MCL 388.1704c; MCL 388.1082	ESSA 1111(b)
	Benchmark	Optional	District-selected benchmark assessment	ELA, Mathematics	Multiple	Within-year progress; program improvement	MCL 388.1704d	
6	Summative	Required	M-STEP	ELA, Mathematics	Spring	Proficiency; accountability	MCL 388.1704c; MCL 388.1082	ESSA 1111(b)
	Benchmark	Optional	District-selected benchmark assessment	ELA, Mathematics	Multiple	Within-year progress; program improvement	MCL 388.104d	
7	Summative	Required	M-STEP	ELA, Mathematics	Spring	Proficiency; accountability	MCL 388.1704c; MCL 388.1082	ESSA 1111(b)
	Benchmark	Optional	District-selected benchmark assessment	ELA, Mathematics	Multiple	Within-year progress; program improvement	MCL 388.1704d	
8	Summative	Required	PSAT 8/9	ELA, Mathematics	Spring	Proficiency; accountability; college readiness	MCL 388.1704c; MCL 388.1082	ESSA 1111(b)
	Summative	Required	M-STEP	Science, Social Studies	Spring	Proficiency; accountability	MCL 388.1704c; MCL 388.1082	ESSA 1111(b)
9	Benchmark	Optional	District-selected benchmark assessment	ELA, Mathematics	Multiple	Within-year progress; program improvement	MCL 388.1704d	
	Summative	Required	PSAT 8/9	ELA, Mathematics	Spring	College Readiness	MCL 388.1704c	ESSA 1111(b)
10	Summative	Required	PSAT 10	ELA, Mathematics	Spring	College Readiness	MCL 388.1704c	ESSA 1111(b)
	Summative	Required	MME: SAT with Essay	ELA, Mathematics	Spring	College Readiness; accountability	MCL 388.1704c	ESSA 1111(b)
11 ^m	Summative	Required	MME: M-STEP	Science, Social Studies	Spring	Proficiency; accountability	MCL 388.1279g; MCL 388.1704c; MCL 388.1704b; MCL 388.1704c	ESSA 1111(b)
	Summative	Required	MME: ACT WorkKeys	Reading, Mathematics	Spring	Career Readiness		ESSA 1111(b)

*This is a list of MDE administered assessments and is not inclusive of all student assessments schools are required to administer per statutes. In addition to summative and interim/benchmark assessments, a comprehensive and balanced assessment system consists of formative assessments, progress monitoring, universal screeners, and diagnostic assessments.