



Assessment Learning Institute

2022-23

OPEN TO ALL EDUCATORS!

The 2022 Assessment Learning Institute kicks off with an in-person webinar and continues with a nine-month series of virtual engagements.

COST

\$350 Individuals (non-member)

\$298 MAC members or teams of 6+

Includes:

- 1 kick-off webinar
- 4 synchronous virtual content sessions
- 5 Office Hours (opt.)
- 5 “Talk Back” sessions
- Up to 24 SCECHs

DETAILS

September 24, 2022 kick-off with a full-day webinar.

Content Sessions
9 a.m. – 12 p.m.

- October 4, 2022
- January 25, 2023
- February 7, 2023
- April 11, 2023

See full schedule on back.

ALI Content Session Descriptions

Kick-off Webinar (8 a.m. – 2 p.m.)

September 24, 2022

Participants will deepen their understanding and knowledge of:

- assessment literacy;
- balanced assessment systems, specifically in the classroom setting;
- formative assessment as a through line;
- accurate, high-quality summative assessment selection and use; and
- student engagement as partners in the assessment process.

Synchronous Content Sessions (virtual 9 a.m. – 12 p.m.)

October 4, 2022

Participants will begin to reexamine and deepen their practices around the **effective use of pre-assessment tools**. Pre-assessments are what teachers use to determine students’ current knowledge, skills, or dispositions before instruction. Pre-assessments can help teachers determine where to begin instruction, and they provide teachers with baseline data from which to plot students’ learning progress. When educators understand the purpose, form, and content of pre-assessments, as opposed to pre-testing, they are able to reap the benefits of using the evidence to more effectively plan instruction that supports student learning.

December 13, 2022

Participants would begin to reexamine the use of and deepen their practices around the development and use of quality **instructionally embedded modes of assessment**. Instructionally Embedded Assessments (IEAs) allow teachers to assess student learning *within the course of a unit of study* to gauge student understanding, provide feedback, determine next steps, and make instructional adjustments accordingly. Due to the level of flexibility with IEAs, they can be selected or designed to be developmentally appropriate and culturally responsive to support all students.

February 7, 2023

Participants will begin to reexamine and deepen their practices around the use of **authentic performance assessments**, with an emphasis on alignment to prioritized standards. Performance assessment commonly refers to substantive activities—either short-term, on-demand tasks or curriculum-embedded, project-based tasks—that yield reliable and valid scores. Products can be extended writing, research reports, presentations, works of art, performances, and more. Performance assessments provide a variety of avenues to further strengthen and gather evidence of what students know and are able to do with that knowledge. Performance assessments often allow students choice and voice, as well as real-world application of 21st-century skills like design thinking, collaboration, multimedia communications, and deeper engagement in the learning and assessing process.

Continued on next page

Content Session Descriptions, continued

April 11, 2023

Participants will begin to reexamine and deepen their practices around the use of **quality formative feedback** based on clear success criteria. Feedback can be defined as the verbal or written responses a teacher provides to students on their performance or understanding with the intention to close the gap between the student’s current status and the learning target. Feedback provides useful information for students to reflect on their learning and self-regulate their thinking processes and the strategies they use. Feedback can take many forms and serve different purposes as it is tailored to the individual student and specific learning goals. Formative feedback can provide new knowledge, clarify understanding, introduce new strategies, shift beliefs about self and tasks, and develop metacognitive skills.

ASSESSMENT LEARNING INSTITUTE—2022-2023 SCHEDULE				
Date	Time	Location	Topic	SCECHs
9.24.22	8:00 am – 2:00 pm	virtual	ALI kick-off session Deepen understanding of key classroom assessment practices and concepts.	5.5
10.4.22	9:00 am – 12:00 pm	virtual	ALI Session: Effective use of pre-assessment tools	2.75
12.13.22	9:00 am – 12:00 pm	virtual	ALI Session: Use of instructionally embedded modes of assessment (IEA)	2.75
2.7.23	9:00 am – 12:00 pm	virtual	ALI Session: Use of authentic performance assessments , with an emphasis on alignment to prioritized standards	2.75
4.11.23	9:00 am – 12:00 pm	virtual	ALI Session: Use of quality formative feedback based on clear success criteria	2.75
9.14.22 11.9.22 1.11.23 3.8.23 5.10.23	4:30 pm – 6:00 pm	virtual	Talk Back Sessions: ALI participants do the talking here! Recall last session highlights, then bring your ideas, questions, clarifications, and tips for implementing in <i>your</i> context.	7.5
8.11.22 10.6.22 12.15.22 2.9.23 4.13.23	By appointment	virtual	Optional Office Hours: Time to meet with ALI faculty, discuss next steps, and align resources to support work.	none
*Michigan Education Association contributes strategies during Talk Back Sessions to build support for innovators.			Total: 24 SCECHs	



2022-23

LEARN MORE

<https://bit.ly/2022-ALI>

REGISTER

<https://mac.memberclicks.net/ali-2022-register>

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