



Assessment Learning Institute

2024-25

OPEN TO ALL TEACHERS!

The 2024 Assessment Learning Institute kicks off with an in-person seminar & continues with a series of eight virtual engagements.

COST

\$420 Individuals (non-member)

\$360 MAC members or teams of 6+

Includes:

- 1 in-person kick-off
- 4 synchronous virtual engagements
- 4 "Talk Back" sessions
- 4 Office Hours (optional)

DETAILS

September 28, or October 5 2024: kick-off with a full-day, in-person seminar. **CONTENT SESSIONS**

9 a.m. – 12 p.m.

October 22, 2024

December 17, 2024

February 18, 2025

April 15, 2025

See full schedule on back.

Join us to empower your use of classroom assessment to support student learning.

Oftentimes, educators notice a disconnect between the assessments they use in their classrooms and the broader assessment systems they work within. This can cause a misalignment between their instructional practices and classroom assessment systems when it comes to promoting student learning. This disconnect becomes more apparent as disruptive learning conditions force educators to reexamine their classroom assessment practices.

Let the faculty of the Assessment Learning Institute (ALI) meet you in this challenging context to help you more effectively use assessment to accelerate student learning. The activities in this year-long learning engagement **empower and fortify teachers in using classroom assessment to support student learning.**

Audience

Individual teachers—new and veteran—who are seeking to refresh their thinking about assessment and deepen their knowledge about and implementation of effective assessment practices.

Outcomes:

Participants will deepen their understanding and knowledge about:

- 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.

As a result...participants will begin to reexamine the use of and deepen their practices around:

- effective use of pre-assessment tools;
- development and use of quality instructionally embedded modes of assessment;
- use of authentic performance assessments, with an emphasis on prioritized standards; and
- the use of quality formative feedback based on clear success criteria.



The 2024-25 Assessment Learning Institute kicks off in person!

September 28, 2024 (Marquette); 9:00 a.m. – 3:00 p.m.

OR October 5, 2024 (Lansing); 9:00 a.m. – 3:00 p.m.

During 2024-25, network in-person and virtually with colleagues as you deepen your understanding about assessment literacy, balanced assessment systems, formative assessment as a process, summative assessment methods embedded in the classroom, and student engagement in the assessment process.

Reserve your spot today! <https://mac.memberclicks.net/ali-2024-25>

Assessment Learning Institute Schedule



The 2024 Assessment Learning Institute (ALI) takes place over a nine-month series of virtual engagements that kick off **September 21 or September 28 with an in-person, full-day seminar**. The seminar is followed by four virtual morning sessions to dig deeper into practices introduced in September; “Talk-Back” sessions where ALI participants discuss the last session highlights and bring their ideas and reflections about implementation in their context, and optional office hours for participants seeking individual consultation about their practice and available resources.

2024-25

LEARN MORE

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REGISTER

<https://mac.memberclicks.net/ali-2024-25>

CONTACT

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ASSESSMENT LEARNING INSTITUTE—2024-2025 SCHEDULE

Date	Time	Location	Topic	SCECHs
9.28.24 Or 10.5.24	9:00 am – 3:00 pm	Marquette or Lansing	In-Person kick-off Seminar Deepen understanding of key classroom assessment practices and concepts.	5.5
10.22.24	9:00 am – 12:00 pm	virtual	Content Session: Effective use of pre-assessment tools	2.75
12.17.24	9:00 am – 12:00 pm	virtual	Content Session: Instructionally embedded modes of assessment (IEA)	2.75
2.18.25	9:00 am – 12:00 pm	virtual	Content Session: Use of authentic performance assessments, with an emphasis on alignment to prioritized standards	2.75
4.15.25	9:00 am – 12:00 pm	virtual	Content Session: Use of quality formative feedback based on clear success criteria	2.75
11.19.24 1.21.25 3.18.25 5.13.25	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
10.24.24 12.19.24 2.20.25 4.17.25	By appoint- ment 4 – 5:30 p.m.	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



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Includes:

- 1 In-person kick-off
- 4 synchronous virtual content sessions
- 4 “Talk Back” sessions
- 4 Office Hours (optional)
- Up to 24 SCECHs

DETAILS

September 28 or
October 5 2024: kick-off with
a full-day, in-person session.

CONTENT SESSIONS 9

a.m. – 12 p.m.

October 22, 2024

December 17, 2024

February 18, 2025

April 15, 2025

See full schedule on previous page.

ALI Content Session Descriptions

Kick-off Session (9 a.m. – 3 p.m.)

September 28, 2024 (Marquette) or

October 5, 2024 (Lansing)

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 22, 2024

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 17, 2024

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 18, 2025

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



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LEARN MORE

<https://bit.ly/ALI-2024>

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CONTACT US

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— MEA —

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Content Session Descriptions, continued

April 15, 2025

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.