



2022-2023 Session Schedule

The Michigan Assessment Consortium (MAC) is committed to helping educators leverage assessment to achieve equitable access and outcomes for all students. We've planned four engagements during the 2022-23 season of the Assessment Learning Network (ALN) that focus on assessment that is the most relevant to students' efforts to increase their own learning.

Note: All sessions except April are all-virtual webinars. The April 27 hybrid session invites participants to an optional in-person networking lunch, followed by in-person resource-sharing and networking, with a virtual connection for those who are unable to attend in person.

Schedule at a glance:

1. Nov. 2, 2022 – **Standards-Based Learning, Assessing, Grading and Reporting: Moving beyond “standards-referenced” to seamless, aligned systems** with **Tom Schimmer**
2. Jan 17, 2023 – **Reframing “Rigor”**: Necessary conditions to achieve equitable and ambitious outcomes for ALL Students, with **Kimberly Bland, Shannon Ware, Paul Szymanski** and selected classroom practitioners
3. March 9, 2023 – **Planning, Practice and Reflection**: Exploring the connection between ambitious teaching and effective use of the formative assessment process with **Tara Kintz, Margaret Heritage** and selected classroom practitioners
4. April 27 – **Moving Together Toward Assessment Systems that Support Learning**: A networking and sharing session to implement our ALN learning with Ellen Vorenkamp and Terri Portice and ALN 2022-23 participants.

Session #1

Standards-Based Learning, Assessing, Grading and Reporting: Moving beyond “standards-referenced” to seamless, aligned systems

Featured Presenter: Tom Schimmer, author of [Standards-based Learning in Action: Moving from Theory to Practice](#)

November 2, 2022

1:00-3:30 p.m. (webinar)

[REGISTRATION LINK](#)

Session Description

We know moving from a “traditional” grading system to one that is based on standards (and how students are achieving in relation to those standards) is not an easy task. A school system cannot simply take an old report card...change the letter to numbers (or fancy labels) and expect anything to change. This session focuses on the necessity to create a system of teaching and learning based on standards that then develops into and aligns with the grading and reporting of those standards in a coherent, seamless manner. Featured presenter Tom Schimmer, author of, *Standards-based Learning in Action: Moving from Theory to Practice*, highlights the process and actions necessary to make standards-based teaching and learning, assessing, grading and reporting seamless and a reality.

Framing Questions

1. What is standards-based teaching and learning?
2. What are the assessment practices and methods that support standards-based teaching and learning?
3. What is the process and the actions necessary to align grading and reporting systems to standards-based teaching, learning, and assessing?

Session #2

Reframing “Rigor”: Necessary conditions to achieve equitable and ambitious outcomes for ALL Students

Featured Presenters:

- Dr. Kimberly Bland, Chief Academic Officer, New Paradigm for Education (NPFE)
- Shannon Ware, Director of Curriculum, NPFE
- Paul Szymanski, Science Director, NPFE
- Selected classroom practitioners

January 17, 2023

Time 1:00 –3:30 p.m. (webinar)

[REGISTRATION LINK](#)

Session Description:

This session reframes Rigor from a 4-letter word (more or hard) to ambitious outcomes for ALL students. NPE is operationalizing the conditions needed to achieve equitable and ambitious outcomes for students. [New Paradigm for Education](#) has reframed the definition of rigor and positions what it means for the student. They define “rigor” as:

- Sufficiently and appropriately challenging
- Educational equity that prepares students for success
- Learning environments that are stimulating, engaging and supportive
- Appropriate learning experiences motivate students to learn
- Lessons encourage students to question their assumptions and think deeply
- It is more thinking but not more work

This session will explore how deep learning and assessment are being actualized in an urban setting to realize achievement of high expectations with all students.

Framing Questions

1. What is our definition of rigor and how does it impact what we do with our students?
2. How does our definition of rigor provide more equitable learning for all our students?

3. How have we embedded this work into the fabric of our teaching, learning, and assessing practices?
4. What connections might you make between our journey and your current context?

Session #3

Planning, Practice and Reflection: Exploring the cycle that promotes effective use of the formative assessment process

Featured Presenters:

Tara Kintz, FAME and Michigan State University Researcher;

Margaret Heritage, Independent Consultant and internationally recognized expert in formative assessment

FAME Leads and selected educators

March 9, 2023

1:00-3:30 p.m. (webinar)

[REGISTRATION LINK](#)

Session Description

When implemented effectively, the formative assessment process has the potential to double the rate of student learning (e.g., Wiliam, 2007). While there is increasing agreement on the benefit of the formative assessment process, further clarity is needed on what effective implementation of the formative assessment process looks like in the classroom and how to best support educators as they develop and deepen their practice.

In this ALN session, we will explore the cyclical relationship of planning, practice, and reflection as teachers learn about and implement the formative assessment process. Specifically, we will present intentional approaches to planning for the formative assessment process in the disciplines, the key to deliberate practice to enhance instruction, and approaches to reflection based on individual and collective inquiry. This session will also include practical examples from the classroom and connections to ambitious teaching to support educators in realizing the promise and potential of enhanced student learning outcomes through the enactment of the formative assessment process. Assessment experts and consultants, supplemented with educators and student perspectives, will come together to share key practices and mindsets that enhance teacher learning and promote student ownership. .

Framing Questions

1. What does effective implementation of the formative assessment process look like in the classroom?
2. How does the cyclical relationship of planning, practice, and reflection promote the effective implementation of the formative assessment process?
3. What can we learn from disciplinary specific classroom examples of the practical implementation of ambitious teaching and the formative assessment process?



2022-2023 Session Schedule

Session #4

Moving Together Toward Assessment Systems that Support Learning: A networking and sharing session to implement our ALN learning

Featured Presenters:

- Ellen Vorenkamp, Professional Learning Director and Assessment Consultant, MAC
- Terri Portice, Curriculum, Instruction, Assessment (CIA) Consultant, MAC

April 27, 2022

Time 11:30 a.m. – 3:30 p.m. (in person/virtual option)

University Club, Lansing, MI (Heritage Room)

[REGISTRATION LINK](#)

Session Description

We'll bring our 2022-23 learning together in this networking and resource sharing session designed to help us review our ALN learning and plan to put it to work for our students and staff. We'll explore how schools can achieve balanced assessment systems in every classroom and highlight how such systems help support the continuous improvement process. Participants who can attend in person will connect over a networking luncheon from 11:30 a.m. through 1:15 p.m. After lunch, we'll move into an interactive session from 1:30 –3:30 p.m. where participants can share resources and draw from the experiences of districts who are part of the MAC's Achieving Balance in Classroom Assessment program. Those who are not able to join us in person will be able to join for this learning session via an interactive Zoom connection.

Framing Questions

1. What learning from the first three ALN sessions for 2022-23 most inspired you to action in your school/district/organization?
2. What steps have you already taken or plan to take to implement your ALN learning? What have you learned in the process?
3. What added resources have you found to support you in your work?
4. How could MAC or other ALN participants support you as you move to implement high-quality, balanced assessment systems that support student learning?
5. What examples and resources does MAC's Achieving Balance in Classroom Assessment Program offer?