

Michigan Literacy Assessment Leadership ABCA Cohort

A partnership between the MAISA/GELN Literacy Leaders Network and the Michigan Assessment Consortium

Building Assessment-Literate Literacy Leaders Across Michigan

High-quality literacy instruction depends on high-quality assessment. **Literacy coaches** routinely help educators analyze student work, provide feedback, monitor progress, and make instructional decisions. Yet many have had limited opportunities to develop deep expertise in classroom assessment practices.

Building off our collaboration during the 2025–2026 school year, the Michigan Assessment Consortium (MAC) proposes the creation of the **Michigan Literacy Assessment Leadership ABCA Cohort**—a statewide network of literacy leaders committed to strengthening classroom assessment practices as a means of improving literacy learning for every student.

Rather than treating assessment as a separate initiative, this cohort recognizes that effective literacy instruction and effective classroom assessment are inseparable. When educators intentionally gather, interpret, and use evidence of student learning, instruction becomes more responsive, feedback becomes more meaningful, and students become more engaged in their own learning.

Purpose

The purpose of the Michigan Literacy Assessment Leadership ABCA Cohort is to develop regional literacy leaders who possess a strong foundation in classroom assessment literacy and are prepared to support districts in implementing balanced, assessment-literate instructional practices.

Participants will deepen their understanding of assessment while building a common statewide vocabulary and shared understanding of the foundational principles that support effective teaching and learning.

Cohort Structure

Each MAISA/GELN Literacy Leaders Network region will identify **three to five literacy coaches or literacy consultants** to participate in a year-long professional learning and implementation experience based on MAC's **Achieving Balance in Classroom Assessment (ABCA)** framework.

The cohort will learn together as a statewide community while collaborating with colleagues from their own regions to explore how balanced classroom assessment strengthens literacy instruction, improves student learning, and supports continuous improvement efforts.

Learning Outcomes

Participants will develop expertise in:

- Balanced classroom assessment systems and the role each assessment type serves.
- Assessment literacy and the knowledge, skills, and beliefs educators need to improve student learning.
- The formative assessment process as a means of planning, delivering, and adjusting instruction.
- Designing and using high-quality classroom summative assessments that generate trustworthy evidence of student learning.
- Appropriate use of interim and benchmark assessments within a balanced assessment system.
- Analyzing multiple sources of evidence to inform instructional decisions.
- Connecting classroom assessment practices to continuous improvement efforts through the MICIP framework.
- Integrating assessment literacy into literacy coaching, professional learning, and district support.
- Facilitating adult learning and building assessment capacity within local districts.

Building Knowledge and Capacity

During the first year, cohort members will participate in MAC's facilitated **Achieving Balance in Classroom Assessment (ABCA)** professional learning experience, engaging in structured learning, collaborative discussions, implementation activities, and regional networking.

Throughout the year, participants will continuously connect new assessment understandings to their existing literacy leadership responsibilities, identifying practical applications they can immediately implement with educators.

Learning Sessions

Seven sessions will be held monthly between **October 2026** and **April 2027** — and all sessions will be **virtual**.

All sessions are scheduled for **9:00 – 11:30 am**; with additional team collaboration time from 11:30 am–12:00 pm.

YEAR 1	Achieving Balance in Classroom Assessment 2026–2027	
October 2026 through May 2027 Meeting times: 9:00 a.m. – noon Virtual Meetings	Virtual learning sessions:	
	October 28:	Assessment Literacy for Educators and the Role of Assessment in Continuous Improvement
	November 18:	Balanced Assessment Systems Part I
	December 16:	Balanced Assessment Systems Part II
	January 20:	Exploring and Using Interim Assessment
	February 17:	Exploring and Using SBAC/Tools for Teachers
	March 17:	Formative Assessment Process Part I
	April 14:	Formative Assessment Process Part II

Regional Investment

Participation is intentionally designed around regional teams to foster collaboration and build sustainable local capacity.

Year One Investment

- **\$2,000 per MAISA/GELN region** for a cohort of up to five literacy coaches or consultants.
- At full participation, the investment is just **\$400 per participant** for a year-long facilitated professional learning and implementation experience.
- Registration fees may be paid after registration to accommodate regional budgeting timelines.

The Year One investment includes:

- Participation in the complete ABCA professional learning series.
- Comprehensive participant materials and assessment resources.
- Facilitated learning sessions led by the Michigan Assessment Consortium.
- Ongoing implementation support and consultation.
- Statewide networking and collaborative learning opportunities.
- Resources and tools participants can immediately incorporate into their coaching and district support work.

The Michigan Literacy Assessment Leadership Cohort represents an opportunity to build statewide capacity through regional leadership, ensuring that high-quality classroom assessment becomes an integral part of effective literacy instruction in every Michigan classroom.

Potential Year Two: Following the cohort experience, MAC and MAISA/GELN will continue to support participants through optional networking opportunities, collaborative huddles, and advanced learning experiences. This ongoing community of practice will help sustain implementation, encourage cross-regional collaboration, and continue building assessment literacy across Michigan.

