



# Achieving Balance in ABCA Classroom Assessment

**Facilitate classroom-level, assessment-literate practice to improve student learning & achievement!**

*Districts that implement—with fidelity—quality balanced assessment systems in every classroom show improved student learning and increased student achievement.*

## 2025–27

### SPECIALIZED PROGRAM FOR ISD/ESA CONSULTANTS!

The ABCA professional learning and implementation program takes place over a two-year series of engagements.

### COST

\$2,000 (teams up to 5)

\$3,500 (teams 6 to 10)

### DETAILS

ISD Consultants, supported by expert learning facilitators from the MAC will receive:

- structured learning,
- planning consultation, and
- high-quality resources

to improve their own understanding and engage them in opportunities to use that knowledge to support local educators in achieving increased student achievement through improved assessment practices in each classroom!

**Learn more:** [qr.link/q4jXTC](https://qr.link/q4jXTC)

Join us for a two-year facilitated professional learning and implementation journey toward **Achieving Balance in Classroom Assessment (ABCA)**. Claim your place among a select number of ISD consultants to participate in this unique opportunity to learn how balanced assessment—assessment for and of learning—can:

- substantially improve student instruction and learning
- close gaps in student performance, and
- increase equity in student learning and achievement.

Through the ABCA program, the Michigan Assessment Consortium (MAC) will support ISD consultants with **structured programming, facilitation consultation, and high-quality resources** to help them achieve increased knowledge concerning student achievement through improved assessment practices in every classroom. This MAC-provided **learning opportunity** will engage **ISD consultants** in strengthening their understanding of classroom assessment using both the formative assessment process (assessment for learning) and summative assessments (assessments of learning), engage them in opportunities to facilitate their new understandings while brainstorming how to integrate the new knowledge and understandings with their current ISD responsibilities and expertise.

### ISD/ESA educators will deepen understanding and knowledge of:

- a balanced assessment system implemented in a classroom setting;
- assessment literacy and what educators should know, do, and believe as they work to improve the balance of assessment at the classroom level;
- assessment for learning (the formative assessment process) and assessment of learning (summative assessments) and how they work together to enhance student learning and increase student achievement;
- formative assessment as a process to plan, deliver, and reflect on instruction;
- the proper use of interim/benchmark assessments to monitor and/or verify student learning;
- the role of assessment in the continuous improvement process and how to implement a balanced assessment system using the MICIP framework;
- the integration of assessment practices and strategies mentioned above into current ISD related responsibilities;
- facilitation skills to deliver meaningful learning opportunities for constituent districts beginning in Year 2; and
- other participants and their efforts as we share successes and challenges during our “Collaborative Huddles.”

### Get started today!

Scan or visit  
[qr.link/q4jXTC](https://qr.link/q4jXTC)  
to learn more!





# ABCA

## Achieving Balance in Classroom Assessment

### SCHEDULE

Each ISD Consultant will participate in a structured learning and implementation program designed to deepen understanding of how assessment for learning (formative assessment) and assessment of learning (summative assessments) can work together to improve assessment balance at the classroom level, leading to enhanced student learning and achievement. ISD Consultants will also receive expert consultation during, between, and after sessions to develop and implement facilitation practices of assessment-related topics and integration ideas of assessment-related practices and strategies with current ISD responsibilities.

### Achieving Balance in Classroom Assessment Years 1–2 (2025–2027)

#### YEAR 1

<p>September 2025 through May 2026</p> <p>Meeting time: 9:00 am–noon</p>	<p><b>Site teams will engage in eight virtual learning sessions:</b></p> <p><b>September 17:</b> Introduction &amp; Program Overview; Developing a Guaranteed Viable Curriculum, Selecting &amp; Assessing Priority Standards</p> <p><b>October 15:</b> Assessment Literacy for Educators and the Role of Assessment in Continuous Improvement</p> <p><b>November 12:</b> Balanced Assessment Systems Part I</p> <p><b>December 17:</b> Balanced Assessment Systems Part II</p> <p><b>January 14:</b> Formative Assessment Process Part I</p> <p><b>February 18:</b> Formative Assessment Process Part II</p> <p><b>March 25:</b> Exploring and Using Interim Assessment Part I</p> <p><b>April 22:</b> Exploring and Using Interim Assessment Part II</p>
	<p><b>Optional session for those interested in Year 2</b></p> <p><b>March 4</b> Preparing Continuous Improvement Plan and Consolidated Grant Application using the ALIP</p>
	<p><b>9:00 – 10:30 am Collaborative Huddles</b> offer participants opportunities to network with colleagues statewide, explore resources, problem solve, and share insights. <b>Dates:</b> October 1, February 4, May 13.</p>

#### YEAR 2

<p>Fall 2026 through Spring 2027</p>	<p>ABCA ISD/ESA participants have the option to recruit constituent districts for the <a href="#">ABCA LEA program</a> and, with assistance from the MAC, engage with them as Learning Facilitators. ISD/ESA consultants will assist LEA teams during their structured learning, help them create an Assessment Learning and Implementation Plan (ALIP), and learn about how to support systems change and improved practice using resources that align with the Michigan Integrated Continuous Improvement Process (MICIP).</p> <p>Note: LEA districts your organization recruits and facilitates are eligible to participate in ABCA LEA.</p>
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