



# ABCA Achieving Balance in Classroom Assessment

Engage in 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.*

## 2025–28

### OPEN TO DISTRICT SITE TEAMS OF EDUCATORS!

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

### COST

\$2,999.00  
(covers teams of up to 10 participants)

### INFORMATIONAL VIDEO

[qr.codes/aKTZcJ](https://qr.codes/aKTZcJ)

### DETAILS

District site teams, supported by expert learning facilitators from the MAC will receive:

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

to help achieve increased student achievement through improved assessment practices in each classroom!

Join us for a three-year facilitated professional learning and implementation journey toward **Achieving Balance in Classroom Assessment (ABCA)**. Claim your place among a select number of districts 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 district teams with **structured programming, planning consultation, and high-quality resources** to help them achieve increased student achievement through improved assessment practices in each classroom. MAC-provided **learning facilitators** will engage **district ABCA teams** in strengthening classroom assessment using both the formative assessment process (assessment *for* learning) and interim assessments periodically (assessments *of* learning).

### PARTICIPANT OUTCOMES

**Educators will deepen their 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; and
- the role of assessment in the continuous improvement process and how to implement a balanced assessment system using the MICIP framework.

### Get started today!

Scan or visit  
[qr.link/06xsHz](https://qr.link/06xsHz)  
to learn more!



Watch the ABCA  
informational video:  
[qr.codes/aKTZcJ](https://qr.codes/aKTZcJ)





# ABCA

## Achieving Balance in Classroom Assessment SCHEDULE

Each ABCA district team will participate in a structured learning 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. Teams will also receive expert consultation between and after sessions to develop and implement an Assessment Learning and Implementation Plan.

### Achieving Balance in Classroom Assessment Years 1–3 (2025–2028)

#### YEAR 1

October 2025  
through  
April 2026

Meeting time:  
4:00–6:00 pm

#### Site teams will engage in six virtual after-school learning sessions:

- October 14:** Balanced Assessment Systems and Assessment Literacy
- November 18:** Quality Classroom Formative and Summative Assessment
- December 16:** Digging Deeper into the Formative Assessment Process
- January 13:** The Impact of Curriculum and Instruction on Quality Assessment
- February 24:** Diving Deeper into Interim Benchmark Assessments
- March 24:** Revisiting Balanced Assessment Systems and Making Connections

#### Site coordinators will engage in five additional sessions with the ABCA PMT from 4:00–5:30 pm on:

September 23, December 2, February 3, March 10, and April 28

Participating teams will meet between structured learning sessions to discuss and plan how to put their learning into practice in the district. MAC-provided learning facilitators will support participants with resources and strategies to extend the professional learning to others in their districts.

Year 1 will culminate in the creation of an Assessment Learning and Implementation Plan (ALIP) that will guide the district's efforts to balance assessment in classrooms across the district.

#### YEARS 2–3

Fall 2026  
through  
Spring 2028

ABCA participant teams will continue to work with their MAC-provided learning facilitator to plan and implement classroom assessment learning activities customized for their site. The learning facilitator will also work with the site coordinator to suggest how professional learning opportunities can be structured to improve assessment knowledge and practice across the district.

Participants will also learn about how to support systems change and improved practice with the help of custom-designed resources that align with the Michigan Integrated Continuous Improvement Process (MICIP).



For more information contact Dr. Ellen Vorenkamp

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