



Assessment Learning Institute

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. 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.**



2025–26

ALI 2025 kicks off with an in-person seminar and continues with a series of eight virtual sessions.

COST

\$420 Individuals
(non-member)

\$360 MAC Members or
teams of 6+

INCLUDES:

- 1 in-person kick-off seminar
- 4 synchronous virtual sessions
- 4 “talk back” sessions
- 4 office hours (optional)

22.5 SCECH credits available

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

Deepen understanding 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.

Reexamine use of and deepen 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.

Register for Assessment Learning Institute 2025–26!

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!

mac.memberclicks.net/ali-2025-26



ALI Assessment Learning Institute

SCHEDULE

The Assessment Learning Institute (ALI) takes place over a nine-month series of virtual engagements that kicks off on **October 11 or October 18 with an in-person, full-day seminar.**

After the opening seminar, there are **four virtual morning sessions** over the following months to dig deeper into practices introduced during the kick-off seminar. The months between have **four virtual “Talk-Back” sessions** where ALI participants discuss the last session highlights and bring their ideas and reflections about implementation in their context, with **optional office hours for participants seeking individual consultation** about their practice and available resources.

LEARN MORE

qr.codes/rm79oj



REGISTER

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CONTACT

Ellen Vorenkamp
810.923.0327
evorenkamp@MichiganAssessmentConsortium.org



2025–2026 Assessment Learning Institute Schedule

Date	Time	Location	Topic	SCECHs
10.11.25 OR 10.18.25	9:00 am – 3:00 pm	In person (Marquette or Lansing)	ALI kick-off session Deepen understanding of key classroom assessment practices and concepts.	5.5
10.28.25	9:00 am – 12:00 pm	virtual	Content session: Effective use of pre-assessment tools	2.75
12.16.25	9:00 am – 12:00 pm	virtual	Content session: Instructionally embedded modes of assessment (IEA)	2.75
2.17.26	9:00 am – 12:00 pm	virtual	Content session: Use of authentic performance assessments, with an emphasis on alignment to prioritized standards	2.75
4.21.26	9:00 am – 12:00 pm	virtual	Content session: Use of quality formative feedback based on clear success criteria	2.75
11.20.25 1.22.26 3.19.26 5.12.26	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.	6
10.30.25 12.18.25 2.19.26 4.23.26	By appointment 4:00 – 5:30 pm	virtual	Optional Office Hours: Time to meet with ALI faculty, discuss next steps, and align resources to support work.	none
*Michigan Education Association (MEA) contributes strategies during Talk Back Sessions to build support for innovators.				TOTAL: 22.5 SCECHs



ALI

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CONTENT SESSION DESCRIPTIONS

Kick-off Session • 9:00 am – 3:00 pm

October 11, 2025 (Marquette) OR October 18, 2025 (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 • 9:00 am – 12:00 pm

VIRTUAL

OCTOBER 28, 2025

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 16, 2025

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 17, 2026

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-word application of 21st-century skills like design thinking, collaboration, multimedia communications, and deeper engagement in the learning and assessing process.

APRIL 21, 2026

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.