

Welcome!

2024-25 ALN Series Theme:

*Creating Coherence:
Instruction and assessment
in secondary classrooms
that engages and motivates
today's learners*

2024-2025 Assessment Learning Network





Welcome

Ellen Vorenkamp
Professional Learning Director

Michigan Assessment Consortium





Today's Schedule

8:30 Welcome

8:35 Connections to our Prior Session

8:40 Featured Presentation: Pam Harris

Disciplinary Literacy and Student-Centered Assessment in the Secondary Mathematics Classroom

10:45 Closing

11:00 Adjourn



The Assessment Learning Network

1 A professional learning community focused on improving assessment in public education

2 A vehicle to promote the MAC's Assessment Literacy Standards throughout Michigan

3 A conduit between the MAC, the MDE and Michigan's professional educational organizations

4 Works collaboratively to improve the assessment literacy of all of Michigan's public educators

5 A good example of a public-private partnership



Norms for ALN Meetings

1 Please mute your electronic devices

2 If something external arises, please take phone calls outside

3 Be an active participant

4 Be respectful

5 Please know that this is being recorded



Series Outcomes

1

Deepen participant understanding of assessment as a discipline in pursuit of a student-centered approach to teaching and learning.

2

Understand the applied research that supports development of disciplinary literacies for secondary students to prepare them for the demands of 21st Century learning and life.

3

Explore the interdependence between GELN's Essential Instructional Practices for Disciplinary Literacy in the Secondary Classroom and MAC's Components of an Equitable Assessment System to realize the potential in each framework.



Connections to our Prior Learning

DISCIPLINARY LITERACY THEORY: KEY TENETS

- All literate practice is domain specific
- Disciplines are highly specialized domains into which children and youth need to be apprenticed throughout their school years.
- ***The disciplines cannot exist without oral and written language***
- ...Learning in a discipline cannot happen without attention to oral and written language.



Disciplinary Literacy: Definitions

What Disciplinary Literacy IS:

Subject matter learning is not merely about learning the stuff of the disciplines; *it is also about the processes and practices by which that stuff is produced...* Some of the power of knowledge comes from being an active part of its production, rather than from merely possessing it.

What it is NOT:

- Close reading
- Vocabulary instruction
- Academic language instruction
- Functions of language instruction

Formal Definition of DL

Domain-specific ways of reading, writing, speaking and listening needed to carry out the work of the disciplines.

Emphasis on “ways with words” as much as it is on word themselves



Essential Instructional Practices for Disciplinary Literacy

1. Develop and implement **problem/inquiry/phenomena-based units**
2. **Diverse texts and abundant reading opportunities** in the school
3. Intentional and standards-aligned disciplinary **reading** instruction
4. Intentional and standards-aligned disciplinary **writing** instruction
5. Higher-order **discussion** of increasingly complex text
6. Design opportunities for **speaking & listening**
7. Intentional efforts to build **vocabulary** and conceptual knowledge
8. Ongoing **assessment** of students' language & literacy development
9. **Community networking** to develop students' identities & education
10. Build **metadiscursive awareness** (talk about talk)



The Disciplinary Literacy Essentials Beyond "the Core"

What is Disciplinary Literacy Instruction?

Disciplinary literacy refers to the specialized literacy practices of a particular disciplinary domain or area (e.g. mathematics, history, visual arts, kinesiology). These practices include the ways that scholars identify, evaluate, use, and produce the wide range of texts and information or data sources typical of their particular discipline including the specialized reading, writing, and communication practices used to analyze, produce, and share information. Disciplinary literacy also includes specialized vocabularies and communication norms that shift across purposes and audiences authentic to the discipline. Some scholars include ways of thinking about text and communication as a part of disciplinary literacy.

Disciplinary literacy instruction helps students learn the content and practices of important academic disciplines and also helps them develop critical literacy and thinking skills. This includes, but is not limited to, the use and production of a wide range of texts. Disciplinary literacy instruction also helps to prepare students for critical media consumption, college level learning, and a range of career trajectories.

Disciplinary literacy instruction research, resources, and professional development often focus exclusively on the "core" content areas of math, science, social studies, and English language arts, content areas as well. Health, world languages, and their own

LITERACY LEADERSHIP

May 27, 2022



General Education Leadership Network
a MAISA Collaborative

Essential School-Wide Practices in Disciplinary Literacy: Grades 6 to 12

This document was developed by the 6-12 **Disciplinary Literacy Task Force**, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts.

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INTRODUCTION TO THE SCHOOL-WIDE 6-12 DISCIPLINARY LITERACY ORGANIZATIONAL PRACTICES

Disciplinary literacy refers to the specialized literacy practices of a particular disciplinary domain or area (e.g. mathematics, history, biology). These practices include the ways that scholars identify, evaluate, use, and produce the wide range of texts and information or data sources typical of their particular discipline, including the specialized reading, writing, and communication practices used to analyze, produce, and share information.

This document is intended to be read in concert with the Essential Practices for Disciplinary Literacy Instruction in the Secondary Classrooms Grades 6 to 12. For more information, visit www.LiteracyEssentials.org.

You may not excerpt from this document in published form, print or digital, without written permission from the MAISA GELN Disciplinary Literacy Task Force. This document may be posted or reproduced only in its entirety (on paper).

To reference this document: Michigan Association of Intermediate School Administrators General Education Leadership Network Disciplinary Literacy Task Force (2020). Essential School-Wide Practices in Disciplinary Literacy: Grades 6 to 12. Lansing, MI: Authors

Purpose

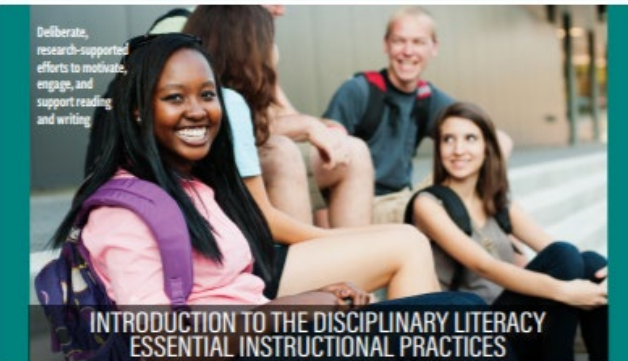
The purpose of this document is to increase Michigan's capacity to improve adolescents' literacy by identifying effective practices that can be implemented at the organizational level in secondary schools. To meet the needs of all learners, organizational practices must support literacy development in ways that systematically impact learning throughout schools. Each of the eight recommended school-wide practices should occur in all Michigan middle and high school learning environments. These Essential School-Wide Practices in Disciplinary Literacy: Grades 6 to 12 should be viewed, as in practice guides in medicine, as presenting a minimum 'standard of care' for Michigan's students; where all efforts, structures, resources and people involved in creating effective learning environments for students share a clear, common vision for equitable learning and development, and this vision is clearly communicated, understood, and used to drive this work. As rigorous as this resource is, it is not a checklist of activities, a guide to implementation science or change theory, nor is it a how-to on team development. The processes leaders use to enact the Essential Practices will lead to continuous improvement that supports disciplinary literacy.

GRADES 6 TO 12



Essential Practices for Literacy Instruction in the Secondary Classroom

This document was developed by the 6-12 **Literacy Task Force**, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts.



INTRODUCTION TO THE DISCIPLINARY LITERACY ESSENTIAL INSTRUCTIONAL PRACTICES

Developed for the Early Literacy Task Force. To be used in conjunction with the Essential Practices in Early and Elementary Literacy. For more information, visit www.LiteracyEssentials.org.

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To reference this document: Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (2020). Essential Instructional Practices in Early Literacy. Lansing, MI: Authors

Purpose

The purpose of this document is to increase Michigan's capacity to improve children's and adolescent's literacies by identifying a focused set of research-supported instructional practices that have been shown to increase student achievement and/or engagement with academic literacies. These identified practices can be the focus of professional learning experiences throughout the state. The focus of the document is on classroom practices, rather than on school or system level practices. Research suggests that each of the ten sets of practices, if implemented in every secondary core content classroom (English Language Arts, Science,



Connections to our Prior Learning

ASSESSMENT LITERACY

- Defined Assessment as a Discipline
 - Shared foundational understanding and vocabulary for Assessment Literacy
- Explored Components of an Equitable Assessment System
 - Explored 4 Components in Detail
 - Component 1: High-quality assessment by Skilled Educators
 - Component 4: Authentic Assessment
 - Component 6: Socially-Conscious Assessment
 - Component 10: Student Centered Assessment

DL in Secondary ELA key principles

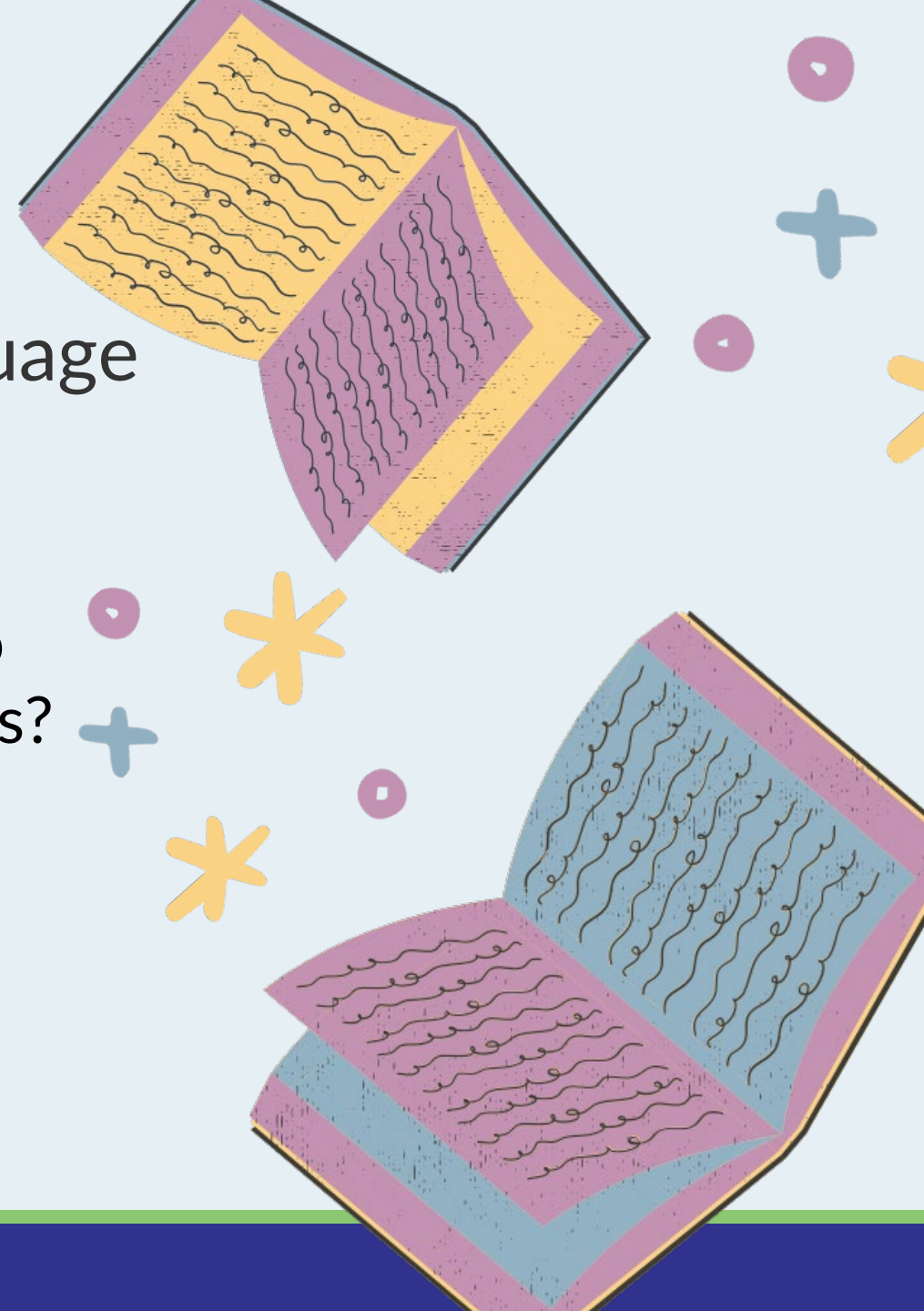


1. **Authentic Assessment Tasks:** Integrate tasks with real-world purposes and audiences for communication
2. **Disciplinary Text-Based Inquiry:** Choose texts relevant to students' identities and interests to engage in authentic disciplinary inquiry
3. **Role of Student Choice:** Invite student choice with texts and tasks to foster their engagement, motivation and authorial voice
4. **Apprenticeship:** Integrate explicit instruction, modeling, and guided practice to strategically apprentice students into independent application of disciplinary practices
5. **Scaffolded Support:** Intentionally integrate scaffolds to ensure access for all learners and gradually remove to foster independence

centering students

begins with delving into existing language and literacy practices of students:

- What sorts of texts are they already interested in comprehending and how do they go about comprehending those texts?
- What forms of communication are they adept in using within their families, peer groups and communities?
- What curiosities and passions are they interested in pursuing?



cycles of inquiry into the art of language

comprehension | reading | listening | viewing

narrative

language

expository

language

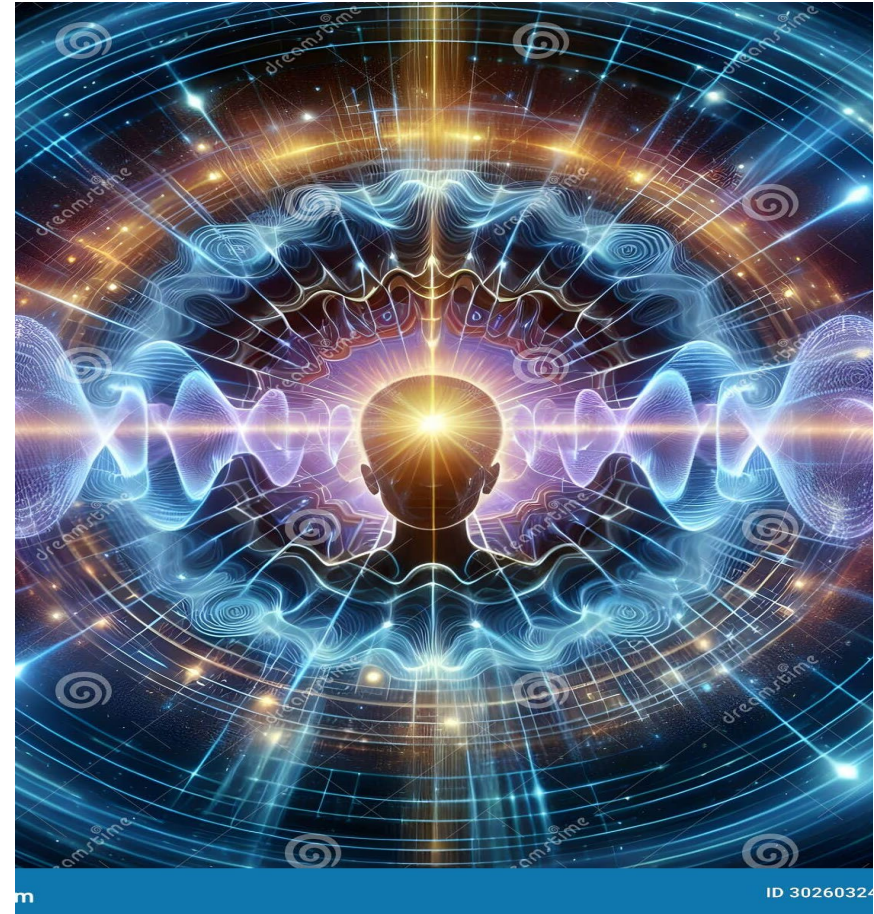
argumentative
language

communication | writing | speaking | representing



Connections to our Prior Learning

Share in the chat one thought or idea that resonating with you since our September and/or December sessions...





Our Featured Presenter



Pam Harris

Pam Harris is a mom, a former high school math teacher, university lecturer, an author, and she wants to change the way we view and teach mathematics.

While Pam was teaching high school math, her four children grew and mathematized their world in a way she had never imagined. “I had always bought into the myth that math is a disconnected set of facts to memorize, with rules and procedures to mimic. I now call that fake math.” Pam’s own kids, research, and experiences teaching real math have shown her what it means to mathematize and to support learners in their own journeys.

Real math is thinking mathematically, not just mimicking what a teacher does on the board. You can shift your brain from using rote memory to mathematizing.

Pam helps teachers make this shift for themselves, and helps teachers teach in a way that supports students to learn real math.

PAM HARRIS

*when you know there has to be
a better way to teach math*

Avoiding the Trap of Algorithms

@pwharris

www.MathIsFigureOutAble.com

facebook.com/MathIsFigureOutAble

Pam@MathIsFigureOutAble.com

pamharris_math

@pwharris

Math is FigureOutAble!™

@pwharris

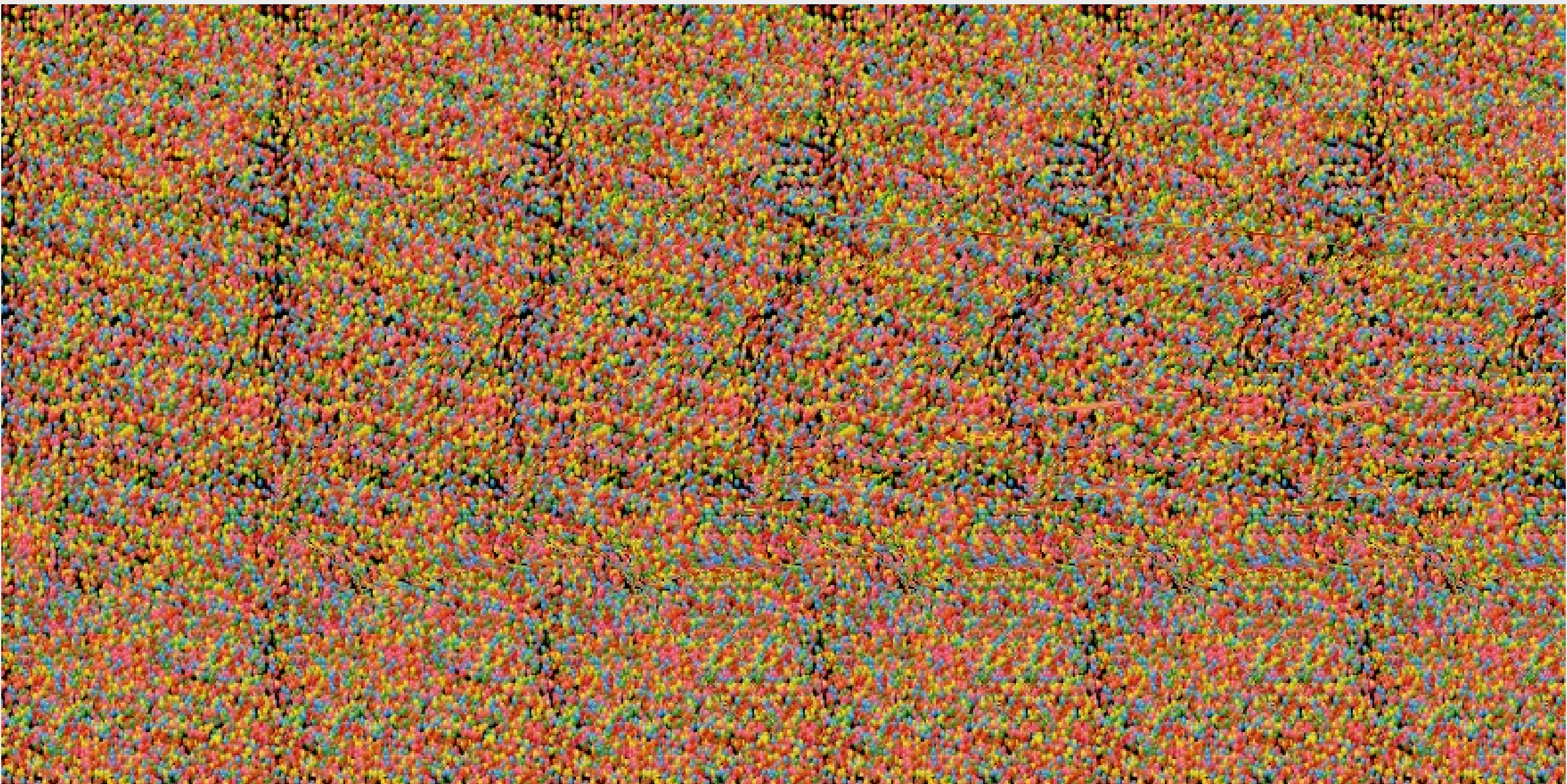
Math is FigureOutAble!™

**MATH IS
FIGUREOUTABLE!**

@pwharris

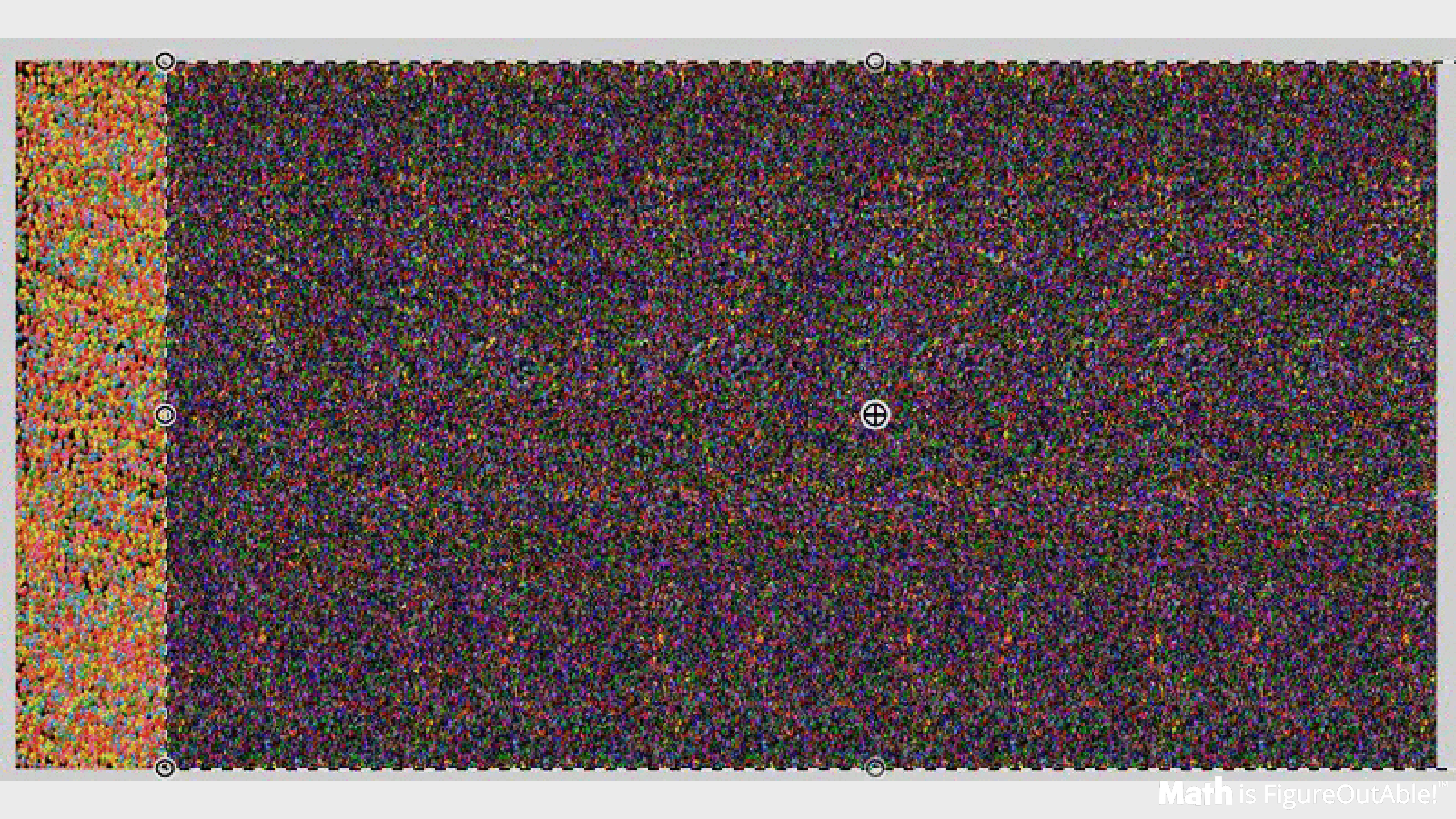
Math is FigureOutAble!™

Three Distortions



Autostereogram

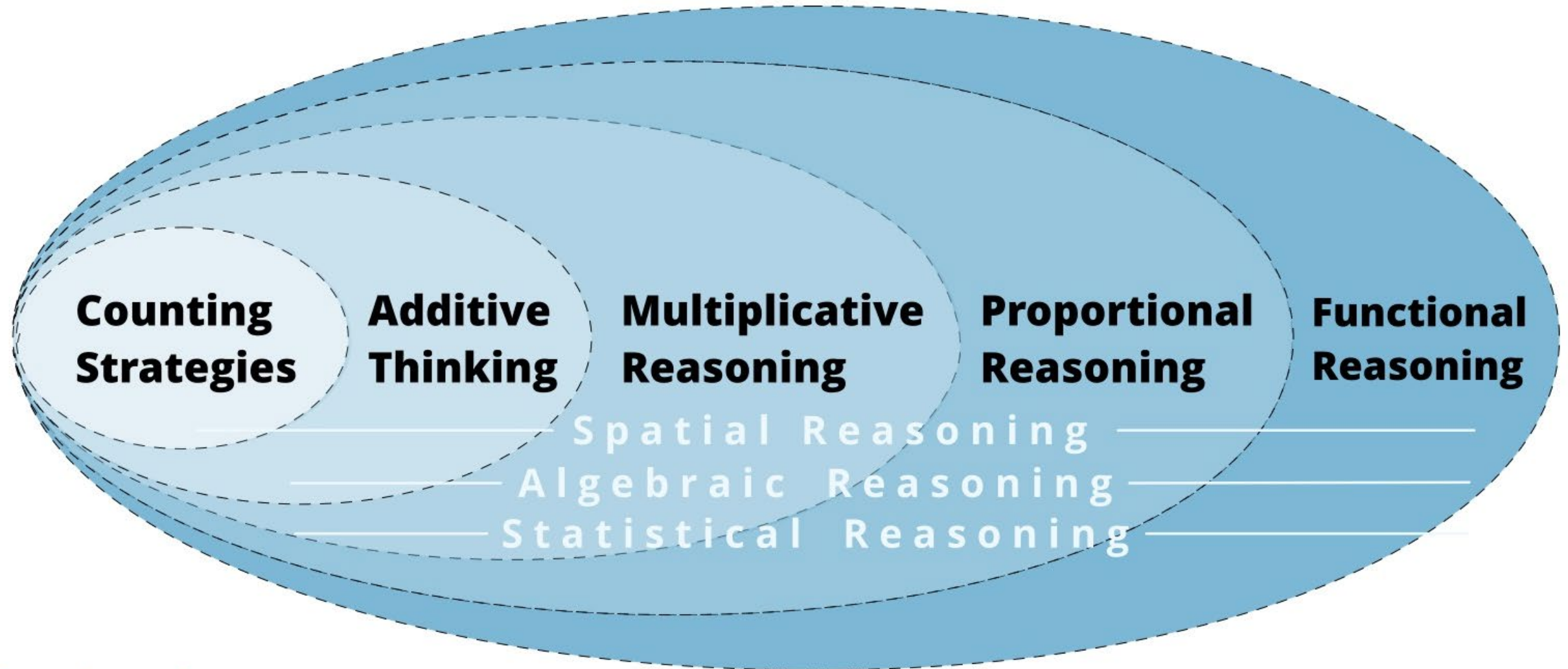
Math is FigureOutAble!™

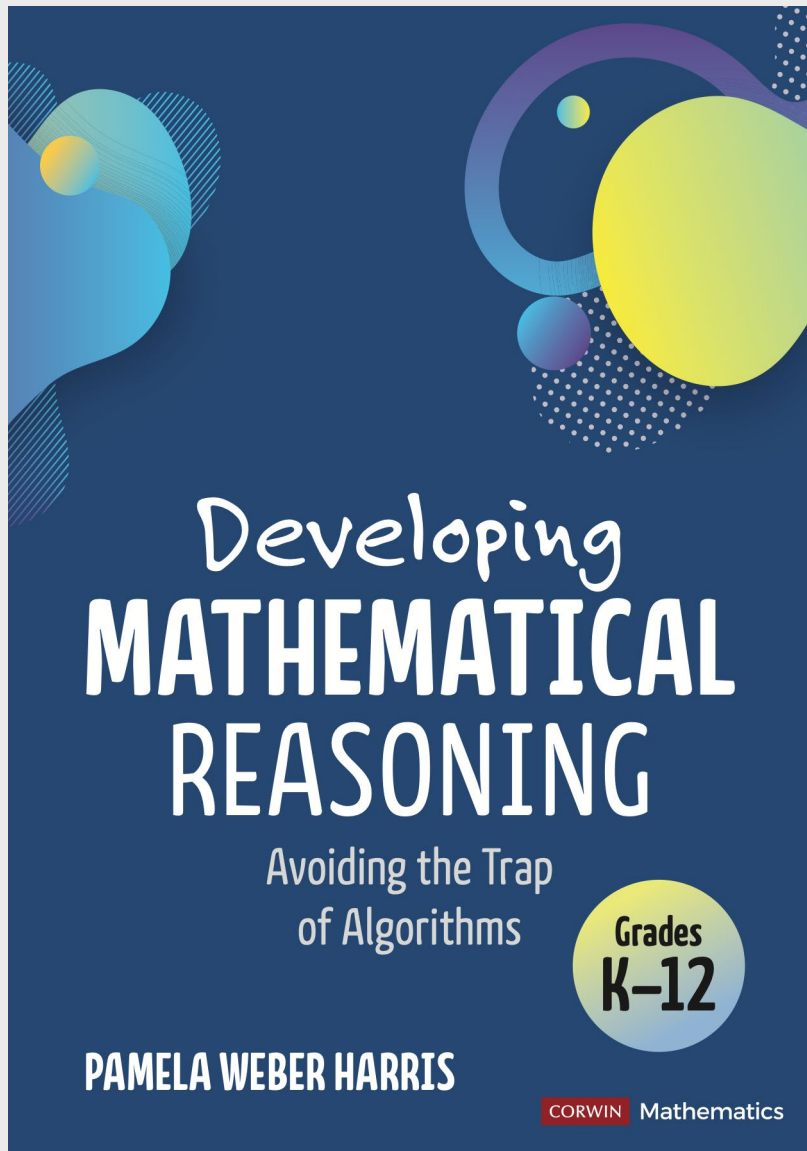


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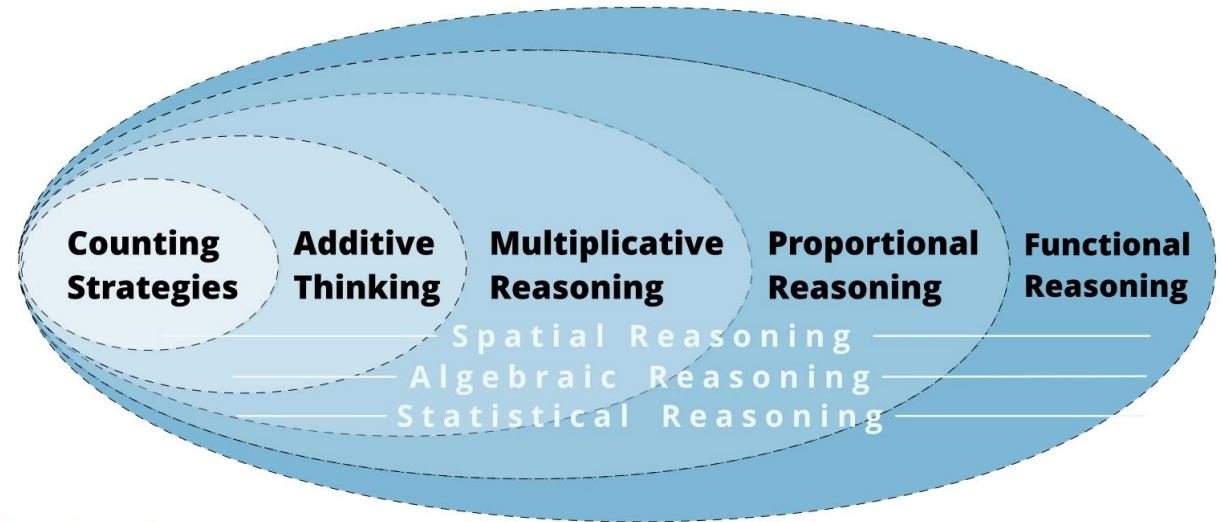
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The Development of Mathematical Reasoning





The Development of Mathematical Reasoning



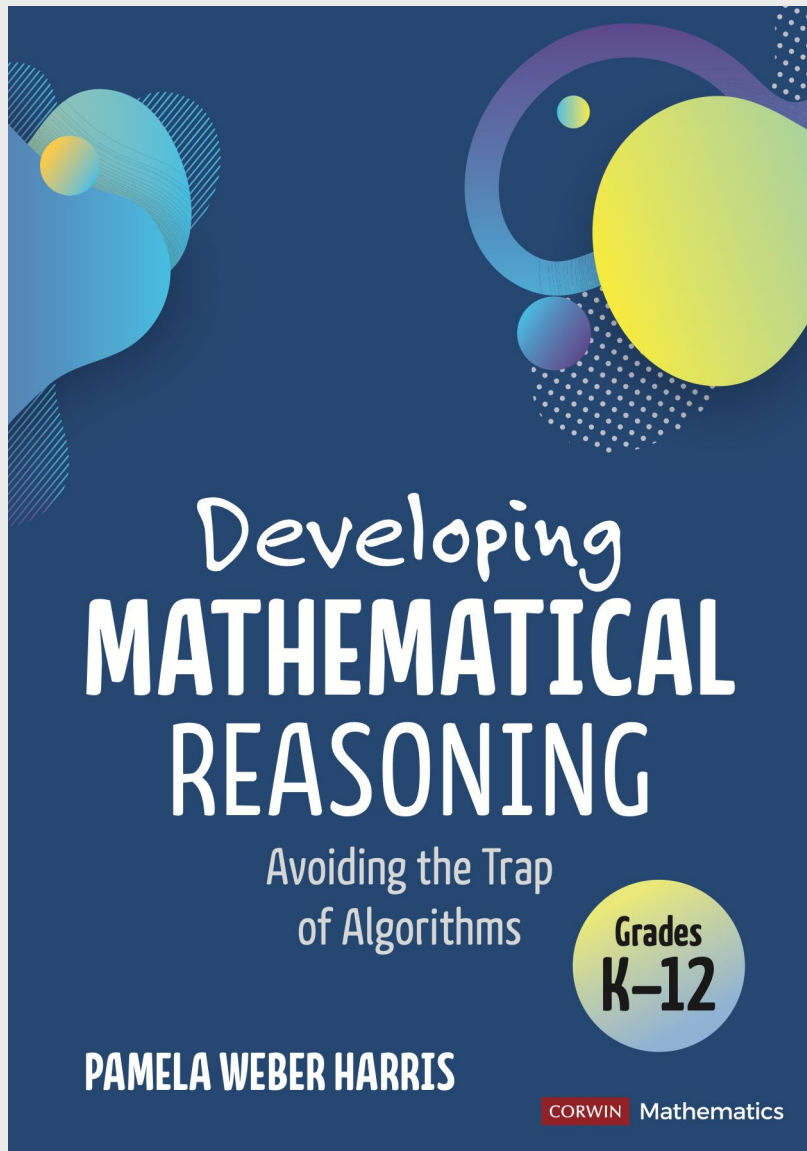
@pwharris

PAM HARRIS

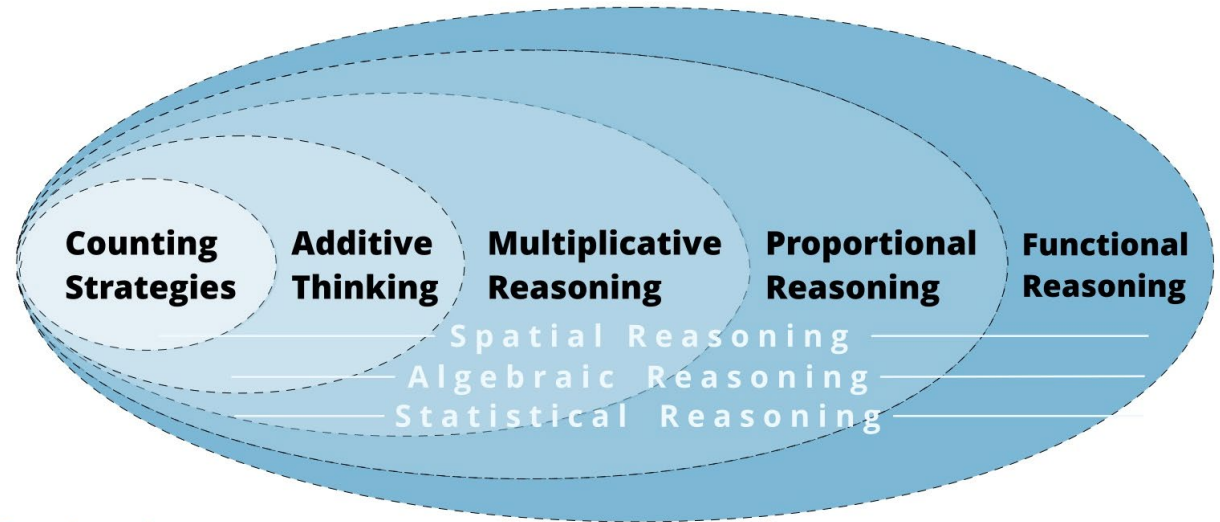
Less sophisticated reasoning trap

@pwharris

Math is FigureOutAble!™



The Development of Mathematical Reasoning



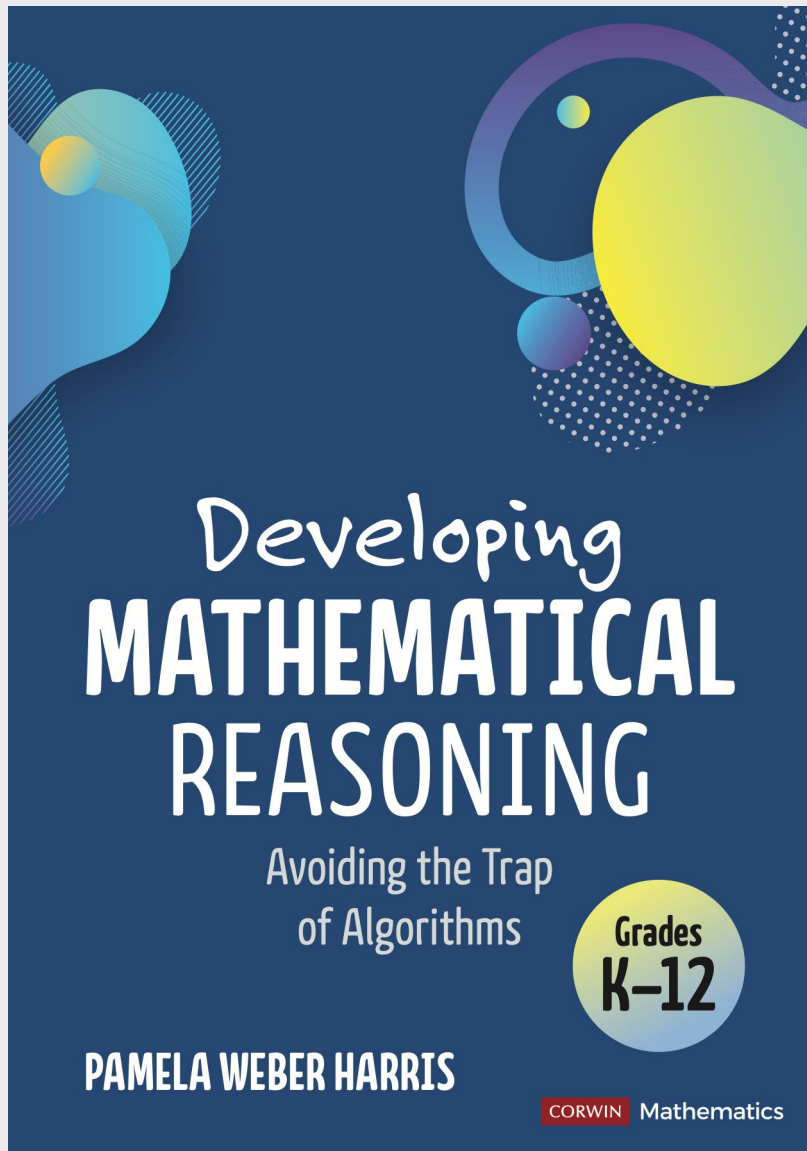
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PAM HARRIS

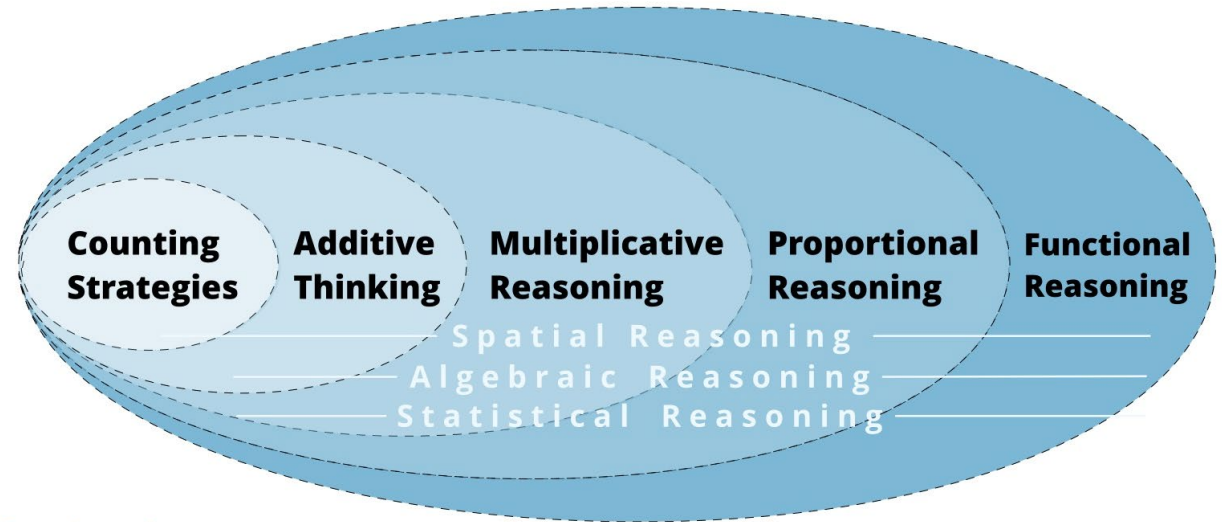
Digit oriented trap

@pwharris

Math is FigureOutAble!™



The Development of Mathematical Reasoning



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Definition of Math - Identity Trap

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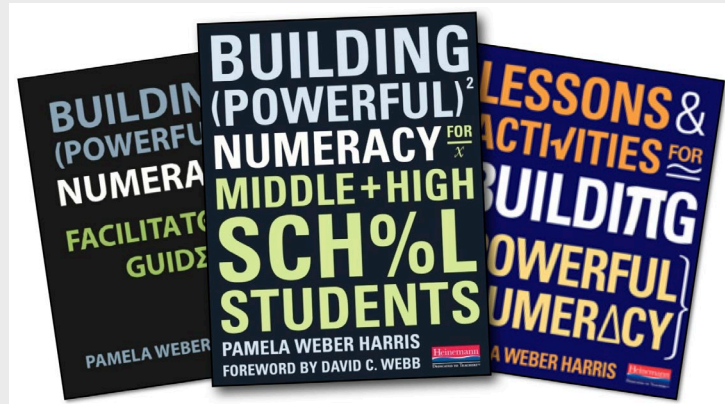
How to Avoid the Traps?

Formative Assessment

Problem Strings



K-5



MS



HS

@pwharris

Math is FigureOutAble!™

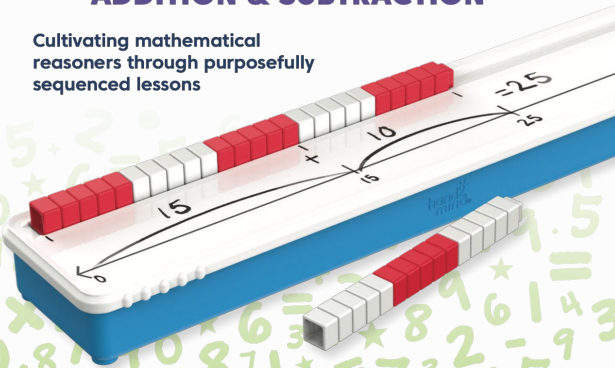
Foundations for STRATEGIES

Foundations
for **STRATEGIES**
SMALL GROUP LESSONS

— Developed by Pam Harris —

Multi-Digit
ADDITION & SUBTRACTION

Cultivating mathematical
reasoners through purposefully
sequenced lessons



Exploring Strategies

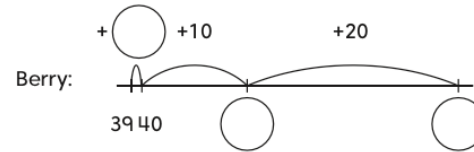
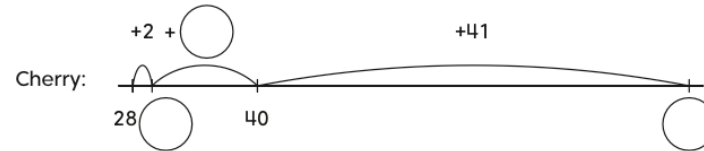
Field Day Orders

Lesson 9

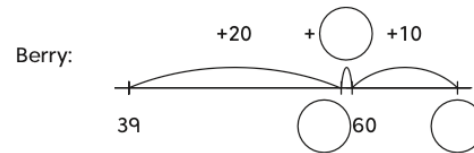
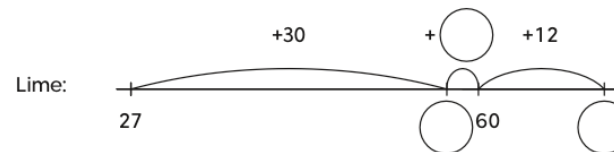
Popsicle Orders

	1 st grade	2 nd grade	3 rd grade
Cherry:	28	12	41
Lime:	27	15	30
Berry:	11	39	20

Sally started adding by getting to a friendly number. Fill in the blanks.



Paolo started by adding a friendly number. Fill in the blanks.



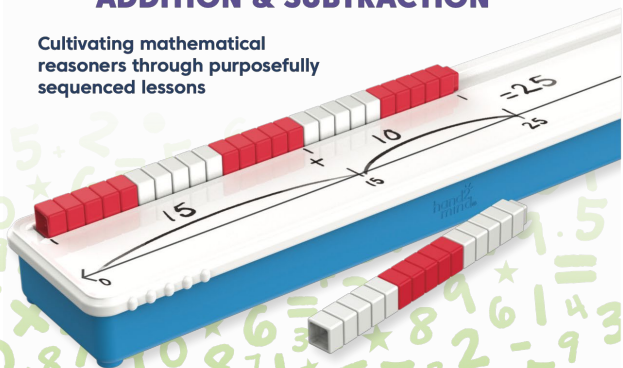
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Foundations
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Exploring Strategies

Adding a Little Too Much

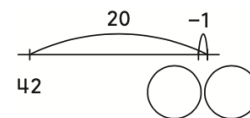
Lesson 13

Four students solved addition problems using the same strategy.

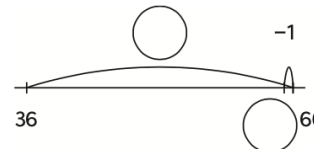
What is the pattern they all used?

Show your understanding by filling in the blanks in the four number lines below.

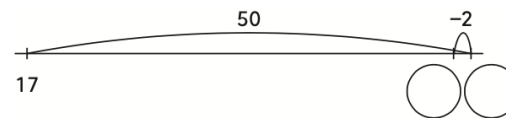
1) $42 + 19 = \underline{\quad}$



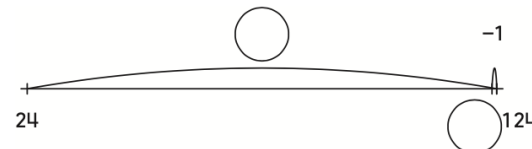
2) $36 + 29 = \underline{\quad}$



3) $17 + 48 = \underline{\quad}$

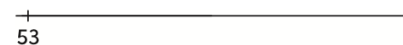


4) $24 + 99 = \underline{\quad}$

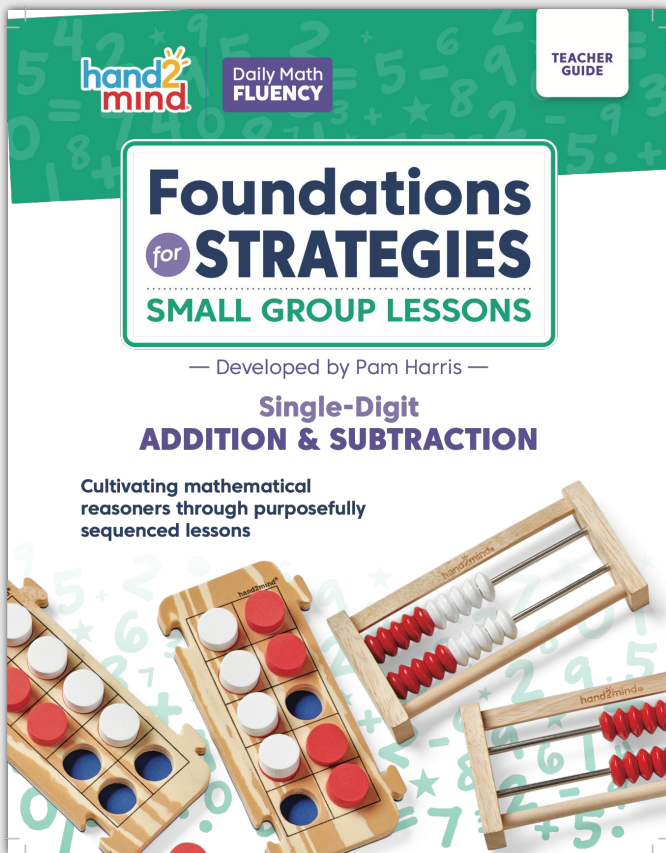


Now try it on your own! Find the sum using a strategy like the one above to find $53 + 38$.

$53 + 38 = \underline{\quad}$



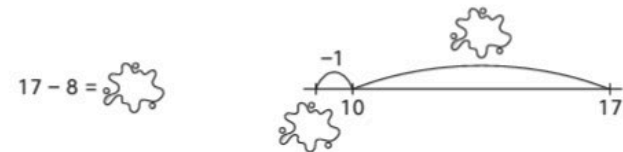
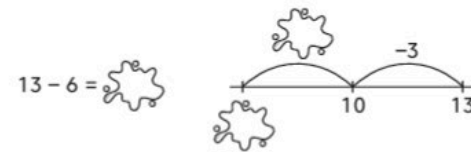
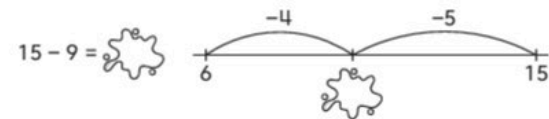
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Exploring Strategies

Student Number Lines

Lesson 18



Liz used $14 - 4$ to think about $14 - 6$.
Draw her strategy on the number line:



Nick used $16 - 6$ to solve $16 - 8$.
Draw his strategy on the number line:



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Foundations
for **STRATEGIES**
SMALL GROUP LESSONS

— Developed by Pam Harris —

Single-Digit
MULTIPLICATION & DIVISION

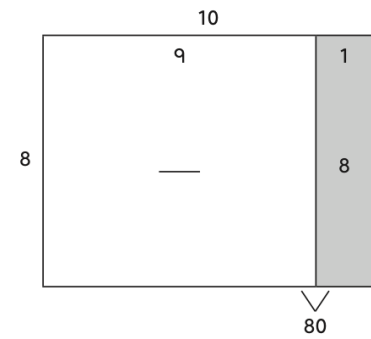
Cultivating mathematical
reasoners through purposefully
sequenced lessons



Exploring Strategies

Use 10

Lesson 10



1	6
	60
9	
11	

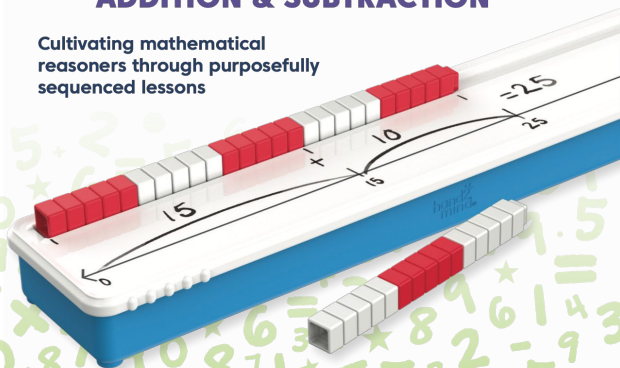
Foundations for STRATEGIES

SMALL GROUP LESSONS

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Multi-Digit ADDITION & SUBTRACTION

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Exploring Strategies

Adding a Little Too Much

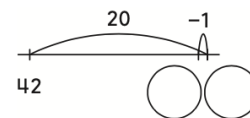
Lesson 13

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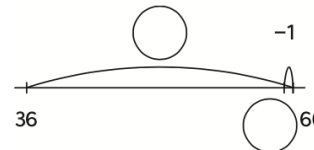
What is the pattern they all used?

Show your understanding by filling in the blanks in the four number lines below.

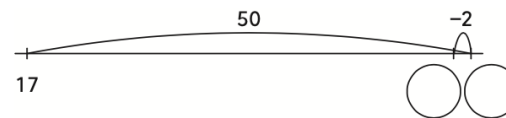
1) $42 + 19 =$ _____



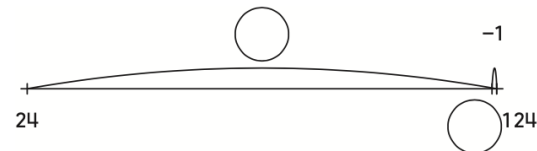
2) $36 + 29 =$ _____



3) $17 + 48 =$ _____



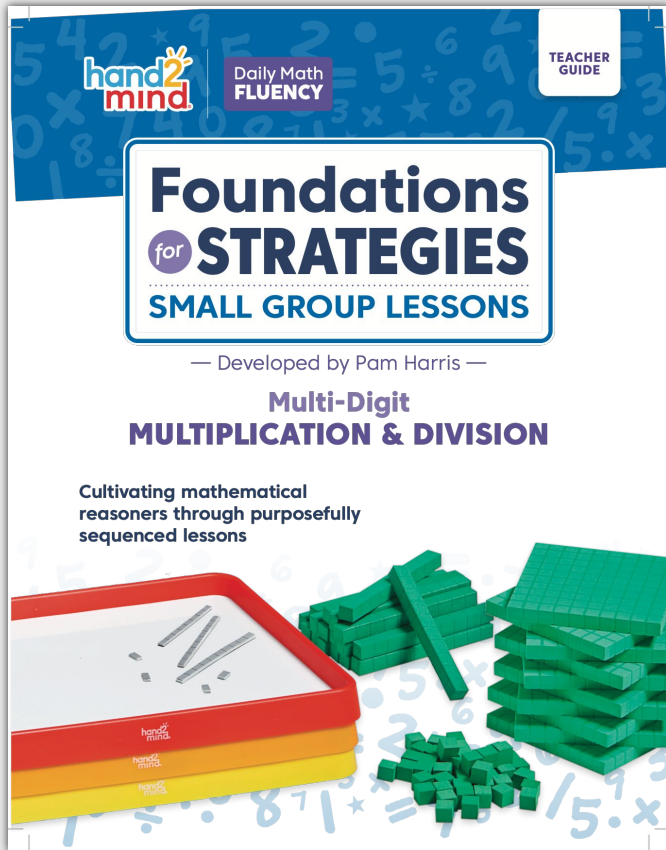
4) $24 + 99 =$ _____



Now try it on your own! Find the sum using a strategy like the one above to find $53 + 38$.

$53 + 38 =$ _____

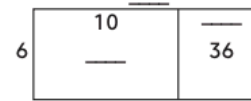




Exploring Strategies

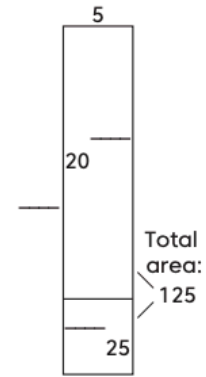
Division on Arrays

Lesson 7



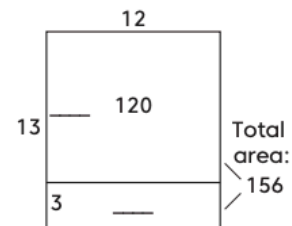
Total area: 96

$$96 \div 6 = \underline{\quad}$$



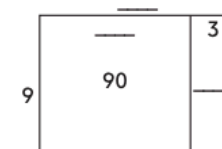
Total area: 125

$$125 \div 5 = \underline{\quad}$$



Total area: 156

$$156 \div 12 = \underline{\quad}$$



Total area: 117

$$117 \div 9 = \underline{\quad}$$

Foundations for STRATEGIES

SMALL GROUP LESSONS

— Developed by Pam Harris —

Multi-Digit MULTIPLICATION & DIVISION

Cultivating mathematical
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Exploring Strategies

Ingredients

Lesson 12

Dimensions of bar: Length: $\frac{29}{30}$ cm

Width: $\frac{32}{32}$ cm

ADJUST

 total squares (Squares are always 1 cm x 1 cm)

1 batch needs
42 c. sugar

1 batch needs
14 c. milk

Number of batches	Number of cups of sugar	Number of batches	1	2	40	39	78
1	42	Number of cups of milk	14	56			1,120
	84						
10							
9							
	840						
18							

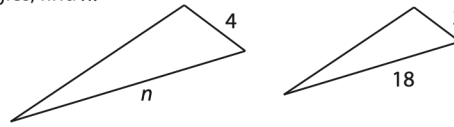
1 batch needs
13 c. cocoa

Number of batches	1	3	29	61
Number of cups of cocoa	13	390	780	

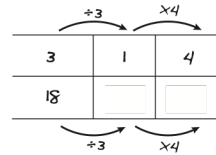
Proportions/Percents Workout 12

Name _____

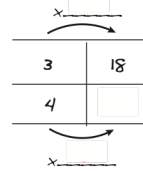
1. Given 2 similar triangles, find n :



Andy's strategy:



Anne's strategy:



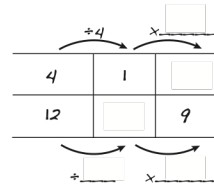
Allison's strategy:

Since the 3 is 75% of 4, the 18 must be 75% of something. There are three 6's in 18 and four 6's in _____. So the answer is _____.

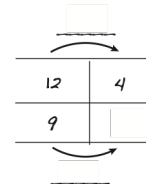
2. Given 2 similar triangles, find n :



Andy's strategy:



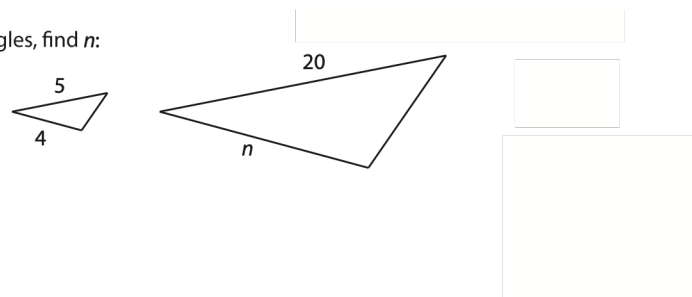
Anne's strategy:



Allison's strategy:

I know that 4 is 1/3 of 12, so the n must be 1/3 of 9. And 1/3 of 9 is _____. So the answer is _____.

3. Given 2 similar triangles, find n :



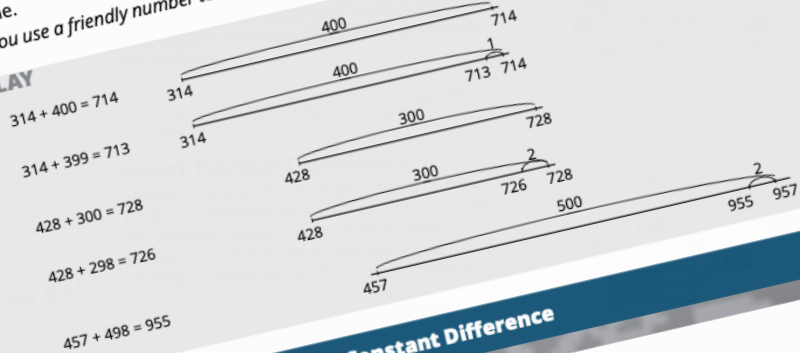
Early Multiplication

Addition: Add a Friendly Number, Over

FACILITATION NOTES

- 314 + 400 *What is 314 and 400? It's 714? I'll just quickly show that on a number line. Represent with addition on an open number line.*
 - 314 + 399 *What is 314 and 399? Did anyone use the problem before to help you? How? Represent by redrawing the 314 + 400 on a new open number line and then adjusting by subtracting 1.*
 - 428 + 300 *What is 428 and 300? Represent with addition on an open number line.*
 - 428 + 298 *What is 428 + 298? Did anyone use the problem before to help you? Represent by redrawing the 428 + 300 on a new open number line and then adjusting by subtracting 2.*
 - 457 + 498 *What helper problem might you use for this problem? Represent both 457 + 500 and 498 on the same number line.*
- How can you use a friendly number to add a bit too much?

SAMPLE FINAL DISPLAY

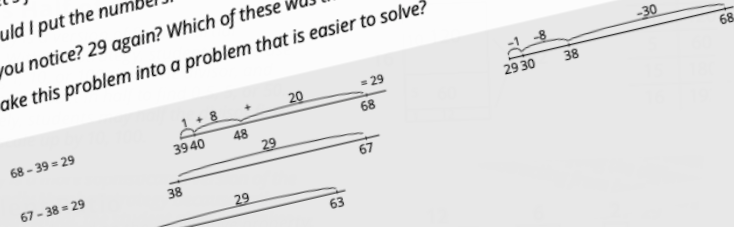


Subtraction: Constant Difference

FACILITATION NOTES

- 68 - 39 *We've been working on difference and removal? Remind us what that's all about?*
- 67 - 38 *What is 68 subtract 39? Choose your strategy. Represent distance and removal on two open number lines. Repeat. This time, let's just find the distance. Represent difference under the previous, lined up appropriately. Make hand motions to suggest the relationships that determine where to put the marks.*
- 63 - 34 *Repeat. This time, let's find the distance again. Represent difference under the previous, lining up again.*
- 61 - 32 *Repeat. Where should I put the numbers? What do you notice? 29 again?*
- 69 - 40 *Repeat. What do you notice? 29 again? Which of these was the easiest to find? Why?*
- 126 - 97 *How could you make this problem into a problem that is easier to solve?*

SAMPLE FINAL DISPLAY



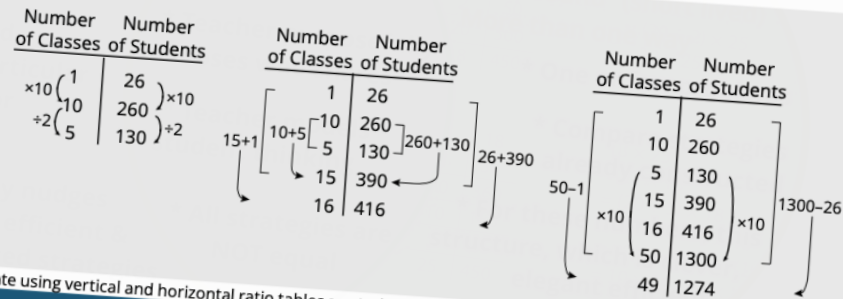
Multiplication

Multiplication: Five is Half of 10

FACILITATION NOTES

- 1 x 26 *We've got classes with 26 students in each class.*
- 10 x 26 *If one class has 26 students, how many students are in ten classes? Model scaling in tandem.*
- 5 x 26 *Repeat. Did anyone use the problem before to help you?*
- 15 x 26 *Repeat. How could you use the problems before to help you?*
- 16 x 26 *Repeat. Did anyone use the 15 packs?*
- 50 x 26 *Repeat. Did anyone use the ten packs? Did anyone use the five packs? Which of those do you think your brain would think of if you randomly have to find the number of students in 50 classes?*
- 49 x 26 *Repeat. How did you find 49 times 26? Nice use of relationships!*

SAMPLE FINAL DISPLAY



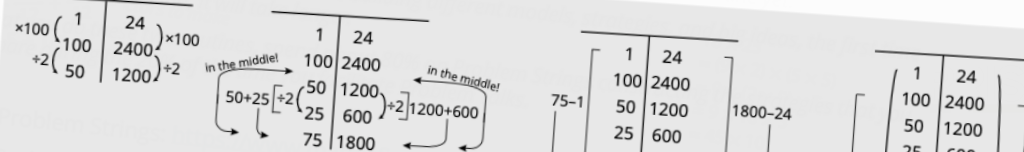
Note: Alternate using vertical and horizontal ratio tables so students see and work with both orientations.

Division: Over/Under

FACILITATION NOTES

- 2400 ÷ 24 *What is 2400 divided by 24? Model-represent on a ratio table with scaling in tandem.*
- 1200 ÷ 24 *What is 1200 divided by 24? Model scaling in tandem.*
- 1800 ÷ 24 *Repeat. Did anyone use the problem before to help you? How? Did anyone use both of the previous problems? How? Anyone thinking about exactly halfway between 1200 and 2400?*
- 1848 ÷ 24 *Repeat. How do you know?*
- 1776 ÷ 24 *Repeat. How did you think about 1800 - 1776?*
- 2412 ÷ 24 *Repeat. How are you making sense of the 12? What is 12 divided by 24? Is anyone thinking about halfway in between 2400 and 2424? What are ways to write one-half?*

SAMPLE FINAL DISPLAY



PAM HARRIS

Math is FigureOutAble!

The Most Important Numeracy Strategies

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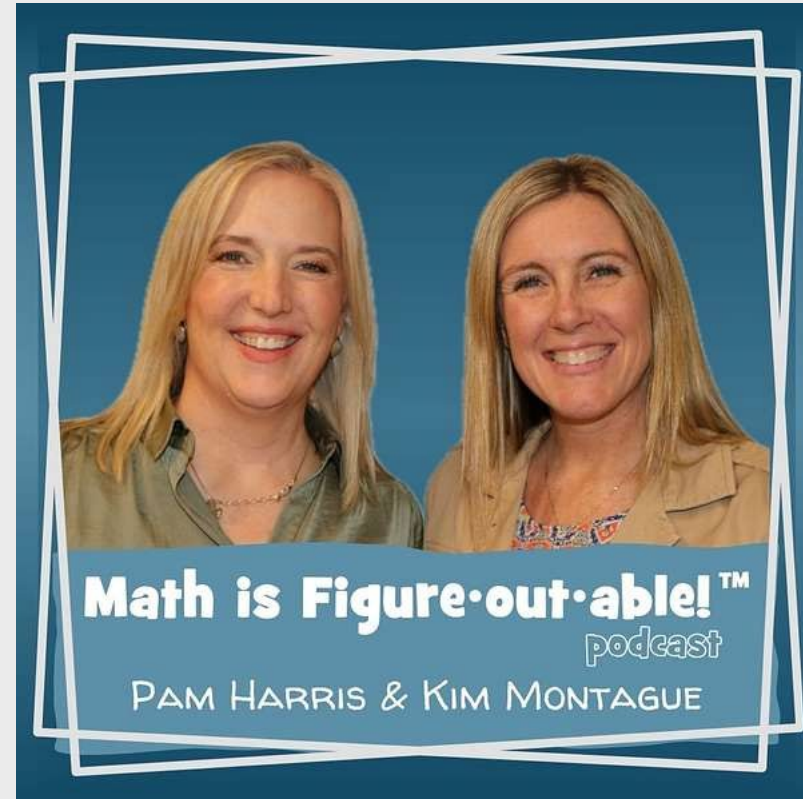
Math is Figure-out-able

And Teaching Math is too!

[Book Pam for a Keynote, Conference, etc.](#)

Want to stay connected and get updates?

[Yes, please!](#) [No, thanks!](#)



@pwharris

Math is FigureOutAble!™

#MathStratChat

Be clever • Be original • Be inspired

77 - 49

ALT #MathStratChat Math is Figureoutable!™



Jennifer Werner
I remember a strategy from last week to use factors. $7 \times 11 = 77$ and $7 \times 7 = 49$ so $11 - 7 = 4$ therefore $7 \times 4 = 28$ and $77 - 49 = 28$.

18h Like Reply 1



Marc Dugan
Jennifer Werner it's amazing when you start to see it, isn't it?

8h Like Reply 1

@pwharris



Pam Harris
@pwharris

x1 ...

It's time for #MathStratChat!

Rules: post your favorite or a clever solution! It's also fun to comment on other's strategies.

Tell us about your reasoning.

Like/Retweet so others can see!

#MathIsFigureOutAble #MTBoS #ITeachMath #MathEd

Be clever • Be original • Be inspired

Compare $\frac{3}{7} ? \frac{5}{9}$
>, <, =

ALT #MathStratChat Math is Figureoutable!™

Cathy Campbell @ccampbel14 · Nov 14, 2024

For this #MathStratChat I thought about sketching as I did in the 7th & 9ths are crazy to draw! I showed a way I would use with a student, no thinking involved, then 2 ways with reasoning and values. #abed #MathIsFigureOutAble #MTBoS #ITeachMath

Be clever • Be original • Be inspired

Compare $\frac{3}{7} ? \frac{5}{9}$
>, <, =

#MathStratChat Math is Figureoutable!™

① What I would have done as a student - use common denominators

$$\frac{3 \times 9}{7 \times 9} = \frac{27}{63}$$

$$\frac{5 \times 7}{9 \times 7} = \frac{35}{63} \leftarrow \text{greater value}$$

$$\frac{3}{7} < \frac{5}{9}$$

② Think about percents close to each fraction.

$\frac{3}{7}$ is less than 50% because $\frac{3.5}{7}$ is 50%

$\frac{5}{9}$ is more than 50% because $\frac{4.5}{9}$ is 50%

FigureOutAble!™

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a better way to teach math*

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Upcoming Preview ALN May 13!

Session Description: Join us as we wrap up the season by bringing together all the learning engaged in during the 2024-25 sessions. Participants will share and explore how they implemented their learning about disciplinary literacies and student-centered assessment approaches. We'll describe the impact new practices had on our students and our professional practice.

FRAMING QUESTIONS

1. What are examples of how disciplinary literacy instruction and components of an equitable assessment system are working together in your secondary classroom setting?
2. Which examples of disciplinary literacy instruction and student-centered approaches to assessment serve to engage and motivate student learning?
3. What resources are available to support my continuing professional growth and that of my colleagues?

Illuminating Implementation of Disciplinary Practices and Student-Centered Assessment in the Secondary Classroom

An ALN session May 13, 2025
9:30am – 2:30pm

In Person-University Club of MSU

SCECHs available

[Learn more and register](#)

All ALN sessions are co-sponsored and presented by the Disciplinary Literacy Task Force of the GELN and the Michigan Assessment Consortium



We want you!



- Interested in sharing your experiences using Disciplinary Literacy Instructional Practices and/or Components of an Equitable Assessment System?
- We are looking for a few practitioners to present during the May 13th session.
- If interested, please contact Ellen at evorenkamp@michiganassessmentconsortium.org



with

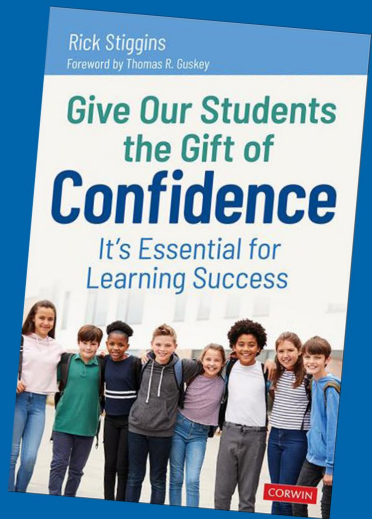
Rick Stiggins

MAC Reads

webinar with *Rick Stiggins*
March 12, 2025
4:00 – 6:00 PM



Rick Stiggins



FEATURED BOOK:

Give Our Students the Gift of Confidence: It's Essential for Learning Success



michiganassessmentconsortium.org





Building a Better Assessment Future

Blazing a Trail to Student Success!

August 5–6, 2025 • 8:30 AM – 4:00 PM

Kellogg Center, East Lansing, MI

This educator-designed conference aims to inspire and empower educational leaders to engage in and adopt assessment literate practices. Participants will explore ways to lead innovative changes by advancing student-centered assessment and grading approaches, while also leveraging improvement science to sustain our efforts as we *blaze a trail* to work in service of all students.

KEYNOTES



Matt Townsley



Brandi Hinnant-Crawford



Lee Ann Jung

Conference strands:

Leadership

Systems

Classroom

REGISTER



qr.codes/jTxo05

SCECH: 9.5 credits available

Hosted by:



In partnership with:



For early registration, a 10% discount will automatically be applied during checkout through May 31, 2025.

Achieving Balance in Classroom Assessment (2025-26)



*Want to learn more?
Bring a district/school team!*

Transform Teaching, Learning, and Assessing with the ABCA Program!

Are you ready to make a profound difference in your classroom and your students' lives? The **Achieving Balance in Classroom Assessment (ABCA)** program offers a unique, three-year journey to help you drive meaningful change through smarter, more effective assessment practices.

Why Join?

1. Improve Student Learning & Achievement

Master the art of balanced assessment—blending quality **formative** and **summative assessment practices** to guide instruction, provide meaningful information, and inspire growth. Empower your students to reach their full potential while boosting achievement across the board.

2. Personalized-Student Centered-Learning

Learn how to use assessment as powerful tool to identify and address learning gaps, ensuring **equitable outcomes** for every student, regardless of their starting point and place students at the center of the assessment process.

3. Build Lasting Systemic Change

With support from MAC's expert facilitators, your school/district will build sustainable practices that integrate assessment seamlessly into teaching and learning, creating a culture of success that lasts far beyond the program.

COHORT V begins September 2025

Questions? Contact Ellen Vorenkamp at evorenkamp@michiganassessmentconsortium.org

Assessment Learning Institute (ALI)



***ALI empowers teachers to use classroom assessment
to support student learning***

- Offered in collaboration with MEA and NMU
- For individual teachers—new and veteran—who want to deepen their understanding and implementation of effective assessment practices
- Nine-month series of virtual engagements





Where to Find Additional MAC Materials



Visit the [MAC Website](#) for more resources to help you along your journey to support your colleagues in becoming more assessment literate



Video snippets

LM-Margaret Heritage: Professional learning models that support educators in the formative assessment process

In this ALN Learning Moment video, Margaret Heritage answers the question, "What Read More

Watch Video

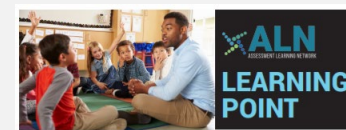
LM-Margaret Heritage: Why do students need to be partners in the assessment process?

In this ALN Learning Moment video, Margaret Heritage answers the question, "Why do Read More

Watch Video

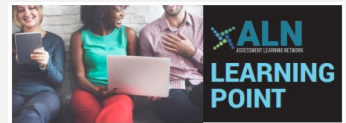


ALN: Learning Points to use with your colleagues



What conditions are necessary for successful implementation of formative assessment?

The World's Formative Assessment Team has identified three essential conditions that are more likely to lead to successful implementation of formative assessment by teachers:
1. Understanding formative assessment as a set of practices, grounded in disciplinary learning, rather than as a test event.
2. Sustaining a long-term commitment to lead formative assessment implementation, and
3. Establishing a culture, structures, and supports for ongoing professional learning for teachers, principals and district leaders.
To map the documented benefits of formative assessment, educators committed to successful implementation must understand that formative assessment is intended to inform decision-making, not to measure or sum it up.
Formative assessment does not refer to a single test event, but rather to a set of assessment practices that have been found to improve student learning. When teachers implement formative assessment, teachers may focus on the structure of instruction, they build their knowledge and skills. However, in these practices, when used in combination, that teacher formative assessment such a powerful engine for improving learning.
Indeed, formative assessment is not just for teachers, students are actively involved in the assessment process.
The practical application of formative assessment in the classroom includes:
- sharing or co-creating learning goals and success criteria with students,
- obtaining evidence of learning while learning is taking place, and
- seeking feedback from teachers and peers, and
- self-assessment through which students monitor their progress against established learning goals and success criteria, and then make judgments about the actions they can take to attain their goals.
Taken together, these practices have been increasingly embedded worldwide into policy and the language of quality teaching practices.
Experience has shown that formative assessment implementation is enhanced when teachers have strong disciplinary knowledge, including an understanding of how learning develops within the discipline, and of common misconceptions and/or false understandings.
Experience has shown that successful formative assessment implementation occurs when teachers make a long-term commitment to formative assessment as a core catalyst for their improvement.
Sustaining a long-term commitment to lead formative assessment implementation
Experience has shown that successful formative assessment implementation occurs when teachers make a long-term commitment to formative assessment as a core catalyst for their improvement.
This information is aligned with the Assessment Literacy Standards at www.michiganassessmentconsortium.org



What do we mean by Formative Assessment?

The Assessment Learning Network (ALN) set out a definition of formative assessment from the Council of Chief State School Officers (CCSSO). This definition is also used by the Michigan Department of Education (MDE) in its Formative Assessment for Michigan Educators (FAME) professional learning program. Their definition is:
Formative assessment is a process that involves the assessment of students' learning progress, their understanding of their own learning, and their understanding of the learning process.
Teachers and students establish a common understanding of what formative assessment is and how it will be used.
Teachers support to teachers' decisions in ways that reveals their thinking.
This formative assessment is a process, not a "thing" that, common formative assessment is to learn from, actively involves

To learn more

- Formative Assessment: What Do Teachers Need to Know and Do?
Formative Assessment: An Evaluator of Learning
Re-Balancing Assessment: Placing Formative and Performance Assessment at the Heart of Learning and Accountability
Formative Assessment: What It Is and What It Not
Inside the Black Box: Raising Standards Through Classroom Assessment
Formative Assessment: What It Is and What It Not

<https://www.michiganassessmentconsortium.org/>

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Join the MAC email list for:

MAC in a Moment – MAC’s biweekly newsletter sharing insights and introducing interesting people, events, resources, and more.

Assessment Events – be the first to know about MAC’s online and in-person events focused on building community and providing assessment support, resources, and professional learning.





Thank

You

See you in person...
University Club, MSU

May 13, 2025
9:30am – 2:30pm

Register [Here](#)