

The Michigan Assessment Consortium (MAC) is committed to helping educators leverage assessment to achieve equitable access and outcomes for all students. MAC and GELN will team up in 2024-25 to explore how the [Components of an Equitable Assessment System](#) support the development of disciplinary literacy, expressed in [Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom](#).



**2024-25 ALN Series Theme:** *Creating Coherence: Instruction and assessment in secondary classrooms that engages and motivates today's learners.*

When we say we want to help students think like mathematicians, scientists, artists, and social scientists, we draw from research to implement practices that equip students to understand and use the specialized vocabulary, communication practices, and tools embedded in the disciplines. And when we want to know what students understand, know, and can do those disciplinary literacies develop, we use strategies and practices embedded in a *student-centered approach to assessment*.



### 2024-25 ALN 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

### Schedule at a glance:

*Note: The September and May events will be held in person and will include a networking luncheon. December and March are webinar format.*

Sept. 30, 2024	Disciplinary Literacy and Student-Centered Assessment: A Perfect Combination, with Elizabeth Birr Moje, GELN's Disciplinary Literacy Leaders, and MAC Consultants
Dec. 5, 2024	Disciplinary Literacy and Student-Centered Assessment in the Secondary Social Studies Classroom, with Abby Reisman
Mar. 11, 2025	Disciplinary Literacy and Student-Centered Assessment in the Secondary Mathematics Classroom, with Pam Harris
May 13, 2025	Illuminating Implementation of Disciplinary Practices and Student-Centered Assessment in the Secondary Classroom, with GELN's Disciplinary Literacy Leaders, MAC Consultants, and Classroom Practitioners.



# 2024-2025 Session Schedule

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## Session #1

### *Disciplinary Literacy and Student-Centered Assessment: A Perfect Combination*

Featured Presenter: [Elizabeth Birr Moje](#), Dean, University of Michigan School of Education;  
with GELN's Disciplinary Literacy Leaders and MAC Consultants

September 30, 2024

9:30 a.m.–2:30 p.m. (includes networking luncheon)

Kellogg Center, East Lansing, MI

### [REGISTRATION LINK](#)

### Session Description

The Assessment Learning Network (ALN) kicks off the 2024-25 season with an in-person engagement that includes learning and networking.

Elizabeth Birr Moje, well known for her work in disciplinary literacy, sets the stage for this series by explaining when students learn the literacy particular to each discipline, they gain access to advanced learning opportunities. In this way disciplinary literacy can be understood as an issue of social justice. Dean Moje's call to action will animate the Assessment Learning Network and its members throughout the coming year.

The MAC's [Components of an Equitable Assessment System](#) and the applied research embedded in GELN's [Essential Practices for Disciplinary Literacy in the Secondary Classroom](#) will be introduced in Session 1 and then referenced throughout the series.

### Framing questions

1. What specialized vocabulary, communication practices, and tools shape the discipline of assessment?
2. What research supports the importance of developing disciplinary literacies for teachers and their students?
3. What are examples of disciplinary literacy instruction and components of an equitable assessment system as they work together in a secondary classroom setting?
4. Why should disciplinary literacy be understood as an issue of social justice?



# 2024-2025 Session Schedule

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## Session #2

### *Disciplinary Literacy and Student-Centered Assessment in the Secondary Social Studies Classroom*

Featured Presenter: [Abby Reisman](#), Associate Professor of Learning, Teaching, and Literacies Division at University of Pennsylvania Graduate School of Education

December 5, 2024

Time 8:30 –11:00 a.m. (webinar)

#### **[REGISTRATION LINK](#)**

#### **Session Description:**

This session explores the disciplinary literacies of social studies to center students' identities, situate learning around authentic problems, and provide opportunities for students to become informed citizens. The session will feature examples that engage students in historical thinking, analysis, discourse, and problem-solving. The session also explores the assessment practices that intentionally support students as they are apprenticed into ways of thinking and communicating valued in social studies classrooms.

#### **Framing Questions**

1. What research supports the importance of developing disciplinary literacies for teachers and their students in the social studies classroom?
2. What does instruction look like in the social studies classroom when we live into disciplinary literacy?
3. What do student-centered assessment approaches look like when they support instruction designed to develop disciplinary literacy in the secondary social studies classroom?

## Session #3

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

Featured Presenter: [Pam Harris](#). Author and K-12 mathematics education consultant.

March 11, 2025

8:30 a.m.–11:00 a.m. (webinar)

#### [REGISTRATION LINK](#)

#### Session Description

This session explores the disciplinary literacies of mathematics and will feature examples that engage students in:

- problem solving;
- drawing connections between mathematical ideas;
- communication techniques used by mathematicians; and
- reasoning, proof, and representations of mathematical ideas.

The session also explores the assessment practices that intentionally support students as they are apprenticed into ways of thinking and communicating valued in mathematics classrooms.

#### Framing Questions

1. What research supports the importance of developing disciplinary literacies for teachers and their students in the secondary mathematics classroom?
2. What does instruction look like in the secondary mathematics classroom when we live into disciplinary literacy?
3. What do student-centered assessment approaches look like when they support instruction designed to develop disciplinary literacy in the secondary mathematics classroom?

## Session #4

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

#### Featured Presenters:

- GELN's Disciplinary Literacy Leaders,
- MAC Consultants
- Classroom Practitioners

April 17, 2024

Time 9:30 a.m. – 2:30 p.m. (networking luncheon included)

University Club of MSU, Lansing, MI

#### [REGISTRATION LINK](#)

#### Session Description

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?