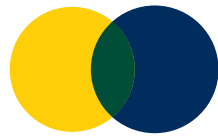


2026



MICHIGAN SCHOOL TESTING CONFERENCE



**Learn,
Share &
Discover**

**Information and ideas
about student assessment**

February 10-12, 2026 | Sheraton Ann Arbor Hotel



**MARSAL FAMILY
SCHOOL OF EDUCATION**
UNIVERSITY OF MICHIGAN



NOTE FROM THE CONFERENCE CO-DIRECTORS

Thank you for your interest in the 66th Annual Michigan School Testing Conference (**MSTC**)!

We are excited to announce that the **2026 MSTC** will take place in **mid-February** at the **Sheraton Ann Arbor Hotel**. We hope you'll join us for **three powerful days of learning, networking, and collaboration** with colleagues from across the state and beyond.

This year's conference offers:

Pre-Conference: Day 1 – February 10, 2026:

Eight engaging workshops (two full-day and six half-day sessions) designed to deepen your expertise and spark innovative thinking around essential assessment practices.

Conference: Days 2 & 3 – February 11–12, 2026:

Two dynamic keynote presentations featuring thought leaders **Dr. Carla Evans and Dr. Steve Sireci**, plus **36 breakout clinic sessions** packed with practical ideas, research, and tools you can use right away. Michigan's own **Andy Middlestead** will also provide us with a state department update, during lunch on Wednesday, February 11th.

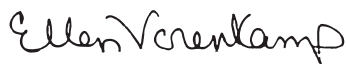
Registration is Now Open!

Early registrants receive a discounted rate—so don't wait to secure your spot. Hotel accommodations are available at the conference rate, making it easy to stay connected and make the most of the experience.

Back by Popular Demand!

Last year, we invited attendees and colleagues to submit session proposals. The response was incredible, and several of your ideas are featured in this year's program. We're thrilled to continue this opportunity for the **2027 MSTC**, so keep an eye out for details in the final program and consider submitting a proposal for next year! Your voice matters. We welcome your feedback during and after the conference through our surveys, by email, or simply by chatting with us onsite.

Mark your calendar and join us in Ann Arbor this February for three days of learning, inspiration, and connection. We can't wait to see you there!



Ellen Vorenkamp
MSTC Conference Co-Director



Edward Roeber
MSTC Conference Co-Director

Tuesday February 10, 2026

Conference organizers retain the right to change the schedule without notice to participants.

9:00 am - 4:00 pm

Full-Day Pre-Conference Workshops

WS-1

Testing 101 for New Coordinators

\$250 Registration*

Are you new to your role as a Test Coordinator? Do you need training in everything that needs to be done to test your students? Come join staff from the Office of Educational Assessment and Accountability, College Board, and WIN as they provide the steps and resources to help you navigate the summative testing process from start to finish.

You will learn what needs to be done before testing, during testing, and after testing along with suggestions and tools for keeping organized. The session will cover the M-STEP, MI-Access, SAT with Essay, PSAT 8/9, PSAT 10, Work Readiness Assessments (WIN), WIDA and the Early Literacy and Mathematics Benchmarks test administrations.

Kate Cermak, MDE

Jerry Cullum, MDE

Dan Evans, MDE

Jessica Fenby, MDE

Tina Foote, MDE

Phoebe Gohs, MDE

Jen Paul, MDE

Teddy Simmons, MDE

Kristen Strausbaugh, MDE

James Wilson, MDE

Maureen LaRaviere, College Board

Lesa Norris, WIN

Jenn Cargill, WIN

WS-2

Lesson Planning with a Formative Lens

\$250 Registration*

This full-day workshop helps educators merge lesson design with formative assessment. The morning introduces participants to Smarter Balanced–inspired planning methods, with special focus on Tools for Teachers resources and playlists. Together, we will surface where and how to embed formative assessment opportunities into lessons.

In the afternoon, participants will design and build their own lesson plan(s)—walking away with an upcoming lesson prepared to both teach and capture meaningful evidence of student learning.

Sarah Birgé, Smarter Balanced

Ellen Vorenkamp, MAC

Julie Wakefield, Wayne-Westland Community Schools



**Register and pay by
12/14/25 and
save \$25!*

Conference organizers retain the right to change the schedule without notice to participants.

Half-Day Pre-Conference Workshops

9:00 am - 12:00 pm Pre-Conference Workshops

WS-3

Tell your data story with Looker Studio, Datawrapper, and Excel/Sheets

\$175 Registration*

New to data visualization? We want to enable everyone to create meaningful and accessible visual representation of your data. In this session you will learn ways to tell your story with Looker Studio, Datawrapper, and Excel/Sheets. This session is designed for participants new to data visualization or new to the identified data tools.

Ninette Soares, Farmington Public Schools
Kirk Weber, Lake Orion Public Schools
Sarah Whitford, Forest Hills Public Schools

WS-4

Data, Data Everywhere 101 – Using State-level Assessment & Accountability Data

\$175 Registration*

This is a hands-on session designed for beginning Excel users that explores and utilizes student-level data from Michigan's Assessment and Accountability systems data found on the OEAA Secure Site and MI School Data. Local practitioners and a member of the MDE Office of Educational Assessment and Accountability (OEAA) will provide an overview of how schools can access, use summary and student level state assessment and accountability data.

Participants will develop an understanding of the data included in the files and what the data represents. There will be an opportunity for participants to work with their own data files.

For the hands-on portions of the workshop, participants will need to bring a laptop with Excel 2010 or later, and login information for both the OEAA Secure Site and MI School Data. Only Excel use will be supported during this workshop.

Emily McEvoy, Anchor Bay School District
Kathleen Miller, Shiawassee RESD
Matthew Gleason, MDE

WS-5

Prompt. Assess. Adjust: Using AI to Supercharge Formative Practices

\$175 Registration*

This interactive session explores how generative AI tools can support and strengthen the formative assessment process in K–12 classrooms. Grounded in research and aligned with Michigan's assessment literacy frameworks, this workshop helps educators understand how AI can assist with feedback, item development, bias review, student reflection, and instructional planning, while keeping teacher expertise at the center. Participants will engage with AI tools hands-on, evaluate their effectiveness through an individualized lens, and collaboratively develop action plans for piloting AI-supported strategies in their schools. At the end, attendees will leave with deeper knowledge of formative assessment, increased confidence in using AI as a thought partner, and a reflective mindset about integrating emerging technologies with professional judgment.

Aaron Baughman, Michigan Virtual
Mike Maksimchuk, Kent ISD
Mary Helen Diegel, MDE



Join the
conversation
using hashtag
#MSTC26

**Register and pay by 12/14/25 and save \$25 or more!*

Tuesday February 10, 2026

Conference organizers retain the right to change the schedule without notice to participants.

12:00 pm - 1:00 pm | Lunch

1:00 pm - 4:00 pm
Pre-Conference Workshops

WS-6 MICIP – Can't Live Without It!!

\$175 Registration*

Join Dot Blackwell and Steven Curry for an insightful session on making data work for you! Explore how different types of data are essential for pinpointing your challenge statement and setting meaningful goals during the Assess Needs phase. Learn how to write clear end and interim targets for your Plan and discover how the Hexagon Tool can help you determine Strategy viability and monitor progress with confidence.

Dot Blackwell, MDE
Steven Curry, MDE
Jennifer Curtis, MDE

WS-7 Assessment in Competency Based Education (CBE) Frameworks

\$175 Registration*

This session explores the formative assessment process and performance assessment as the two key assessment strategies necessary to assessment systems functioning inside a CBE framework. New to Michigan is a resource with over 170 performance assessments created by Michigan educators and aligned to MI Model ELA (3-12) and Mathematics (3-8) Competencies. The catalogue of assessments is accompanied by scoring rubrics. The assessments have been piloted and scored collaboratively and refined for final release. This session will introduce participants to this resource as well as explore the role and purpose of the formative assessment process to support the use of performance assessment as a summative/CBE measure. This work is coordinated by the MI Assessment Consortium and commissioned by the MI Department of Education.

Kathy Dewsbury-White, MAC
John Lane, MAC
Ninette Soares, Farmington Public Schools
Emily McEvoy, Anchor Bay Schools

WS-8 Profiles in Courage: Implementing Standards-Based Grading

\$175 Registration*

Learn how one Michigan district took bold steps to implement standards-based grading across its schools, shifting the focus from points to proficiency. This workshop will engage participants in a deep dialogue about the district's journey, including the challenges, successes, and key decisions that shaped their implementation. Hear firsthand how educators navigated stakeholder communication, grading policy changes, and professional learning. Walk away with practical insights and inspiration for leading standards-based grading efforts in your own context.

Kristen Bowl, Avondale School District
Steven Snead, Oakland Schools



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9:00 am - 10:00 am

Opening Keynote Presentation

Understanding Instructionally Useful Assessment

We all want assessments to be useful, and wouldn't it be ideal if every assessment could provide instructionally useful information? Unfortunately, this aspiration does not align with reality because assessments are designed with specific features and implemented under certain conditions that often preclude their use in this manner. However, that doesn't make them useless—it simply means we need to think more broadly about other important purposes for assessment in schools, such as program evaluation. As we gain a deeper understanding of what makes an assessment instructionally useful (or not), we can better support educators who are trying to use assessment data to inform better decision-making at the district, school, and classroom levels.

This keynote will focus on identifying the design and implementation features that increase the probability that an assessment will provide instructionally useful insights to teachers. The presenter will share concrete examples, recent research, and connect the conversation to broader discussions about selecting the right assessment for the right purpose and the right user. Attendees will leave the keynote with new insights about their own assessment systems or how to better support best practices and communicate more effectively about the purposes of assessment in their specific context.

Dr Carla Evans
Associate Director

*The National Center for the Improvement of
Educational Assessment*

10:15 am - 11:30 am

A Clinics

A1 – A Conversation with Dr. Carla Evans

Intrigued by the keynote and want to dig deeper into the topic? Here's your chance to have an informal conversation with today's keynote speaker, Dr. Carla Evans.

A2 – M-STEP Administration Updates

Need updates for the Spring 2026 M-STEP Administration? This session will outline the important test administration updates and show you the resources that are available to you throughout the administration for a successful M-STEP administration.

Kristen Strausbaugh, MDE
Phoebe Gohs, MDE

A3 – Update on Michigan's Social Studies Assessment

Michigan's social studies assessment relies on educators statewide. This overview covers the M-STEP Social Studies summative assessment, including the development of item types and formats, item alignment to the content standards and blueprint, and a preview of the new OTT that reflects blueprint updates. Sources developed through committee work will also be accessible.

Marianne French, MDE

A4 – Inspirational Grading Practices - A Practical Journey

Throughout the 2024-2025 school year a team of teachers, administrators and ISD consultants embarked on an exploration of Feldman's Equitable Grading Practices throughout the school year. In this session participants will hear directly from teachers and administrators about how they applied the learning in their classrooms/buildings/districts. This session is intended to provide resources and a potential professional learning format for other districts, school and ISD leaders to make use of in their roles, as well as to address some of the realities of tackling this difficult work.

Ninette Soares, Farmington Public Schools
Megan Thom, Oakland Schools
*Andrea Halimi, Farmington Public Schools at
East Middle School*
Jennifer Howe, Oakland Schools

Wednesday February 11, 2026

Conference organizers retain the right to change the schedule without notice to participants.

A5 – PA 146: Assessment Implications & the Literacy Essentials

Districts are still deciphering Public Act 146, commonly called the K-12 Literacy and Dyslexia Law. This session will unpack the implications of the law and intersections with the Literacy Essentials documents, focusing on the implications for assessment practice from K through grade 12.

Jenelle Williams, Oakland Schools

Christina Carlin, Oakland Schools

A6 – Stories from the Field: How Michigan Educators Implement Free SB Interim Assessments and Tools for Teachers

During this working session, educators will learn how and why to use Smarter Balanced's free interims. They will get tips and examples of how some Michigan school systems have implemented interim assessments (which reflect the standards and rigor on the M-STEP). Through engaging, hands-on activities, we'll collaborate to identify Smarter Balanced resources that support interim use and connect interim data to instruction within Tools for Teachers to meet individual needs, including support for English Learners and other special populations.

Jen Paul, MDE

Sarah Birgé, Smarter Balanced

Amber White, North Branch Public Schools

Sarah Whitford, Forest Hills Public Schools

11:30 am - 11:45 am Break and visit Exhibits

11:45 am - 1:15 pm Lunch and Luncheon Speaker

An Update from Michigan's Assessment Director

During this lunch session, Andy Middlestead will share and discuss the current state of Michigan's K-12 assessment systems and provide updates for Spring 2026.

Andy Middlestead, MDE OEAA

1:15 pm - 1:30 pm Break and visit Exhibits

1:30 pm - 2:45 pm B Clinics

B1 – Update on Michigan's Science Assessment

This session will provide information on the M-STEP Science assessment for spring 2026. In addition, an exploration of the science clusters, topic bundles, and item specifications will be discussed.

Jill Scheurer, MDE

B2 – Update on WIDA

This session will update participants on the new K-12 Alternate Screener for potential English learner students who also have significant cognitive disabilities. Participants will also learn the basics of the WIDA assessment system.

Jen Paul, MDE

B3 – Reimagining Classroom Assessment Culture through Engagement; not Enforcement

This session explores how classroom assessment culture can move beyond compliance and enforcement toward authentic student engagement. Participants will examine the mindsets, practices, and conditions that support assessment as a collaborative and meaningful part of learning.

Ellen Vorenkamp, MAC

Wednesday February 11, 2026

Conference organizers retain the right to change the schedule without notice to participants.

B4 – Balanced Assessment Data: Using the Right Tool for the Right Job

Not all assessments are designed for the same purpose. This session will explore the purposes of different types of assessment through the lens of the data it produces for educators. The session will explore types of data gained from the formative assessment process to reflect and guide instruction in real time, data received through performance assessments using a competency-based model, differences in data received from local summative assessments and district interim assessments, and finally the data received from state summative assessments.

John Jaquith, MDE
Phoebe Gohs, MDE
Mary Helen Diegel, MDE

B5 – What do we mean by equity in assessment practices and systems

This session tackles questions that may challenge our beliefs about learners, our role in supporting learners in public education and even the role and purpose of assessment in a public education. This session explores what we mean by equitable assessment systems and the practices inherent in these systems.

Steven Snead, Oakland Schools

B6 – MI School Data in Action: What Data is Available and How It Can Be Used for Continuous Improvement

Whether you are new to the MI School Data portal or a seasoned user, this session will provide valuable technical updates and practical tips for using data in your continuous improvement work. Explore key K-12 reports including State Assessments, Career and College Readiness, the Special Education Dashboard, CTE/Postsecondary/Workforce data, and Report Builder tools. Learn how to make meaningful connections between MI School Data and the MICIP platform. Presenters will showcase practical resources and templates from the newly released Professional Learning Resources page to enhance and support your data use.

Kathleen Miller, Shiawassee RESD
Rhonda Provoast, MI School Data Statewide Leadership Team
Cheryl Twichell, CEPI

2:45 pm - 3:00 pm
Break and Visit Exhibits

3:00 pm - 4:15 pm
C Clinics

C1 – Every Student Counts: Equitable and Accessible Social Studies Assessments for Students with Unique Learning Needs

This session provides an overview of the Wayne RESA MI-ACCESS Social Studies Assessment Pilot, an assessment pilot aimed at developing and testing standards-aligned assessments that more authentically measure student understanding of Social Studies content at a Supported Independence and Participation level. Participants will gain insight into the need, design process, pilot implementation, and data results. The session will also highlight closing the evaluation loop with preliminary feedback from participating schools and modifications made for Spring 2026.

Kate Pearson, Wayne RESA
Jen Taiariol, Wayne RESA
Joseph Musial, Wayne RESA
Cindy Taraskiewicz, Wayne RESA

C2 – Update of Michigan’s ELA Assessments

This presentation will provide a thorough overview of the ELA portion of the Michigan Early Literacy & Mathematics Benchmarks Assessments (ELMBA) and the Michigan Student Test of Educational Progress (M-STEP). There will be a review of the standards assessed, item types, and sample items. A discussion will be facilitated about implications to instruction based on school and district report results.

Nikki Mosser, MDE
Jennifer Grivins, MDE

Wednesday February 11, 2026

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C3 – AI in District Data Analysis

Two district leaders will share how they are using AI tools to analyze large data sets longitudinally. Datasets like behavior and attendance will be a focal point of the discussion. Participants will have the opportunity to select one data analysis tool such as ChatGPT, Copilot, Google Data Studio, and Tableau Public to analyze a sample dataset. Participants will discuss data preparation/exclusion, data analysis/insight identification, and text analysis.

John Thero, South Lake Schools

Emily McEvoy, Anchor Bay School District

C4 – Profiles in Courage: Implementing Standards-Based Grading

Learn how one Michigan district took bold steps to implement standards-based grading across its schools, shifting the focus from points to proficiency. This session will share the district's journey, including the challenges, successes, and key decisions that shaped their implementation. Hear firsthand how educators navigated stakeholder communication, grading policy changes, and professional learning. Walk away with practical insights and inspiration for leading standards-based grading efforts in your own context.

Steven Snead, Oakland Schools

Kristin Bowl, Avondale School District

C5 – Update on College Board Suite of SAT Assessments

This session includes an overview of the structure and content of the Digital SAT Suite of Assessments, including new tools and features to improve the in-school experience for students and test coordinators.

Phoebe Gohs, MDE

Maureen LaRaviere, MDE

James Wilson, MDE

C6 – Analyzing Data, Empowering Administrators and Educators: MTSS Strategies for Closing Gaps

This interactive session will empower school and district leaders to analyze data through an equity-driven Multi-Tiered System of Supports (MTSS) framework, ensuring all students receive the instruction and interventions needed to thrive. Participants will engage in a structured data analysis process using local benchmark assessments, state test scores (M-STEP, PSAT), and formative assessment evidence to identify patterns in student achievement and develop tiered intervention strategies.

With a special focus on historically marginalized student groups, this session will guide attendees in designing and implementing MTSS interventions that go beyond compliance and address systemic inequities in education. Through real-world case studies, interactive data exercises, and collaborative problem-solving, participants will learn how to translate data into actionable MTSS practices, create school-wide teams to monitor student progress, and embed culturally responsive and trauma-informed strategies into intervention planning.

Kaitlyn Billups, Birmingham Public Schools

Natalie Mootry, River Rouge School District

C7 – Leading with Clarity: Streamlined FAME Coaching for District Impact

As FAME Leads, Nicole, Julie and Jessica will engage in a more streamlined, intentional approach to working with their districts—focusing on clear priorities, efficient communication, and targeted support for implementing the Formative Assessment Process. This session will outline the refined role of these 3 FAME coaches, highlight strategies for maximizing impact with fewer, more focused actions, and provide tools to strengthen partnerships with district teams while sustaining momentum for formative assessment practices.

Nicole Kalmbach, Kalamazoo RESA

Julie Wakefield, Wayne-Westland Community Schools

Jessica Winstanley, Portage Public Schools

4:15 pm - 6:00 pm
Conference Reception

Thursday February 12, 2026

Conference organizers retain the right to change the schedule without notice to participants.

7:30 am - 9:00 am

Michigan Assessment Literacy Facilitators Association Meeting

This is a meeting of the MALFA group, a member organization of those who spend some portion of their job helping others (students and their families, teachers, administrators, and policymakers) to learn more about assessment and thus become more assessment literate. Members and non-members who work to help others become more assessment-literate are welcome to attend.

Ellen Vorenkamp, MAC

Emily McEvoy, Anchor Bay School District

Steven Sneed, Oakland Schools

9:30 am - 10:30 am General Session

Don't Get Testy with Me!

Addressing Criticisms of Educational Tests to Improve Student Learning

Educational tests have been criticized as being disruptive to education, misaligned to educational goals, anxiety-provoking for students and teachers, and biased against certain groups of students, among other criticisms. In this presentation, I will address some of the major criticisms of educational tests and describe how an expanded framework of assessment in the service of learning, coupled with the use of

technology, can address these criticisms by personalizing assessments to specific educational goals and the personal needs of each learner.

Advances in culturally responsive assessment and artificial intelligence that have revolutionized test development and validation practices will be illustrated. I will also discuss how these developments can transform the role of educational tests from "gatekeeper" or measuring only status, to pedagogical tools. I conclude by illustrating how these developments in assessment practices can be used to create tests that not

only support student learning but also can serve a more effective and fair accountability system.

Steve Sireci, Distinguished University Professor

University of Massachusetts, Amherst

10:30 am - 10:45 am Break and visit Exhibits

10:45 am - 12:00 pm D Clinics

D1 – Conversation with Dr. Steve Sireci

Large-group presentations seldom lend themselves to productive question-and-answer sessions. However, some conference participants want to ask questions that invite the speaker to clarify or comment in greater depth about portions of the presentation or to ask about issues the speaker did not address. Here's your chance to have an informal conversation with today's keynote speaker, Dr. Steve Sireci.

D2 – Assessing Student Scores: A Guide to OEAA Reporting Platforms

The Office of Assessment and Accountability (OEAA) offers robust reporting on assessment results. Come see what is provided when, and how to access student score results. This session will focus on score information available on the OEAA Secure Site, the Dynamic Score Reporting Site, and MiLearn.

Justin Tokarski, MDE

Kristen Strausbaugh, MDE

John Price, MDE

Phoebe Gohs, MDE

D3 – Learning Targets for All Students Through Differentiation

In this session you'll be invited to think flexibly about how success criteria and evidence of student learning can be differentiated so that learning targets can be achieved by all students in the classroom. Examples, scenarios and thinking prompts will be shared.

Kristy Walters, Corunna Public Schools

Thursday February 12, 2026

Conference organizers retain the right to change the schedule without notice to participants.

D4 – Assessment Systems Designed to Support Early Literacy Learning

Assessment systems designed to support early, and later literacy development fuse the best of what we know about assessment literate practice and development of literacy. This session will provide an overview of a seminal OER tool, the Early Literacy Assessment Systems Guide available to educators seeking to meet requirements in PA 146/47 MI's new Dyslexia Law.

Melissa Marie, LESA
Kathy Dewsbury-White, MAC

D5 – Achieving Balance in our Classroom Assessment Systems

This session invites educators to explore what it means to achieve balance in classroom assessment systems that support both student learning and instructional decision-making. We'll examine the roles of formative, interim, and summative assessments and how each can serve a clear and complementary purpose. Participants will engage with practical strategies for aligning assessments to learning goals while centering student needs and voice. Join in to reflect on how a balanced assessment system can promote clarity, and deeper student achievement and engagement in the learning process.

Ellen Vorenkamp, MAC

D6 – From Anxiety to Agency: Cultivating Student Confidence in Assessment

Discover how to shift the narrative around assessment from a source of stress to an opportunity for growth. This session provides educators with actionable strategies to build student confidence, reduce anxiety, and foster a more positive and productive learning environment. Learn how clear expectations, meaningful feedback, and a focus on learning can empower students to shine during assessments.

Ninette Soares, Farmington Public Schools
Julie Wakefield, Wayne-Westland
Community School District
Steven Snead, Oakland Schools

12:00 pm - 12:15 pm
Break and visit Exhibits

12:15 pm - 1:15 pm
No Speaker Lunch

1:15 pm - 1:30 pm
Break and visit Exhibits

1:30 pm - 2:45 pm
E Clinics

E1 – Appropriate Use of AI in Classroom Assessment

Discover how AI tools can enhance, not replace, the art of classroom assessment in this practical and thought-provoking session. We'll explore concrete examples of how educators can use AI to generate assessment content, provide student feedback, and support differentiated instruction—while maintaining professional judgment and ethical standards. Participants will engage in discussions around the responsible use of AI, including bias, transparency, and student data privacy. Leave with practical strategies and clear guidelines for integrating AI into assessment practices in meaningful and appropriate ways.

Steven Snead, Oakland Schools
Mike Maksimchuk, Kent ISD

E2 – MI-ACCESS and Best Practices in the Assessment of Students with Disabilities

Join us to learn how to administer and score MI-Access for students with significant cognitive disabilities. This workshop covers best practices in the assessment of students with disabilities, including key topics such as: who takes alternate assessments, the 1% cap on participation, Alternate Content Expectations, and test administration updates. This is ideal for educators and coordinators involved with MI-Access assessments.

Jerry Cullum, MDE
Dan Evans, MDE

Conference organizers retain the right to change the schedule without notice to participants.

E3 – CBE starts with Competencies

Unlike systems built on grade level content standards, CBE frameworks are built on competencies. This session explores the difference between the two types of outcomes, the process used to develop MI Model Competencies and examples of assessments built to assess these competencies.

Steve Nemeckay, MDE
Leanne Weber, MDE

E4 – MICIP in Action: Building a Learning System Driven by Data, Instructional Rounds and Coaching

In this session, participants will explore a K-12 district's journey for developing a professional learning system that drives district-wide improvement in teaching and learning that is focused on the formative assessment process, specifically eliciting evidence of student learning. By strategically integrating instructional rounds, instructional coaching and the MICIP process, this approach creates a culture of continuous adult learning and shared responsibility for data-driven outcomes.

This session is ideal for district leaders, school administrators, instructional coaches, and educators seeking to build a collaborative infrastructure for lasting instructional improvement.

Theresa King, Galesburg Augusta Community Schools
Shaun Sportel, Galesburg Augusta Community Schools

E5 – Update on Michigan's Merit Exam (MME) Assessments

This session will provide overviews and updates on the assessments used in the Michigan Merit Exam or MME. These include the SAT with Essay, M-STEP Science and Social Studies, and work skills assessments.

Phoebe Gohs, MDE
Terrence Ingram, MDE
Lesla Norris, WIN

E6 – Overview of Michigan's Mathematics Assessments

This presentation will provide a thorough overview of the mathematics portion of the Michigan Early Literacy & Mathematics Benchmarks Assessments (ELMBA) and the Michigan Student Test of Educational Progress (M-STEP). The standards assessed, item types, and sample items will be reviewed. A discussion will be facilitated about implications to instruction based on school and district report results.

Kyle Ward, MDE
Holly Trotter, Data Recognition Corporation

2:45 pm - 3:00 pm Break and Visit Exhibits

3:00 pm - 4:15 pm F Clinics

F1 – Important Updates and New Features: SAT Suite of Assessments

This session will focus on new resources, updates to score reports, and other features impacting student practice, academic growth, and college and career planning integration.

Maureen LaRaviere, College Board
Dennis Beste, College Board

F2 – Update on Accountability

New to school accountability? Need to refresh your knowledge of basic accountability concepts? This session provides an overview of Michigan's school accountability systems, reports, and resources.

Matt Gleason, MDE
Alexander Schwarz, MDE

F3 – MiPAC Performance Assessments - A New Resource for Michigan Educators

Created by Michigan educators and aligned to the Michigan Model Competencies, the Michigan Performance Assessment Cadre (MiPAC) is excited to share a new catalogue with over 170 ready-to-use performance assessments for grades 3-12 ELA and 3-8 mathematics available for all educators! All performance assessments have been piloted in Michigan classrooms and include accompanying scoring rubrics. The performance assessments are an Open Education Resource provided to support competency-based or other student-centered learning systems.

Kathy Humphrey, MAC
Phoebe Gohs, MDE

Conference organizers retain the right to change the schedule without notice to participants.

F4 – Introducing the Classroom Assessment Quality Rubric

Design better assessments with confidence using a free, research-based self-assessment rubric created specifically for classroom teachers. Grounded in peer-reviewed literature and best practices, this tool helps educators evaluate the quality, fairness, and instructional alignment of their assessments. In this session, participants will explore the rubric, apply it to sample assessments, and reflect on opportunities for improvement in their own practice. Leave with a practical, ready-to-use resource that supports more valid, equitable, and effective assessment design.

Steven Snead, Oakland Schools
Megan Thom, Oakland Schools

F5 – K-12 Literacy & PA 146: What does it mean to me?

PA 146 (frequently referred to as the K-12 Literacy and Dyslexia Law) passed the fall of 2024. The legislation has the goal of improving reading outcomes for K-12 learners and has several requirements local districts need to address. This session will provide participants with a variety of resources that are available to assist local districts with the implementation of PA 146 requirements. Come join us and leave with tools and ideas on how to support your district or building with moving forward in addressing the new legislative requirements.

GELN Representative(s)
Kathy Miller, Shiawassee ISD

F6 – Inclusive by Design: Leveraging Formative Assessment to Support Students with Disabilities

Formative assessment is a powerful process for supporting the academic growth of all learners, including students with disabilities—when implemented with intention. In this session, participants will explore approaches to embed formative assessment throughout instruction to address different learning needs and improve outcomes for students. In addition, educators will learn how special and general educators can collaborate to design and apply formative assessment practices that recognize and respond to students. Attendees will leave the session with actionable strategies for fostering inclusive formative assessment practices that benefit all learners, particularly those with disabilities.

Sheryl Lazarus, National Center on Educational Outcomes
Tara Kintz, MAC
Kristy Walters, Corunna Public Schools



**Learn,
Share &
Discover**

