

Implementing the Formative Assessment Process

The Corunna Public Schools Story

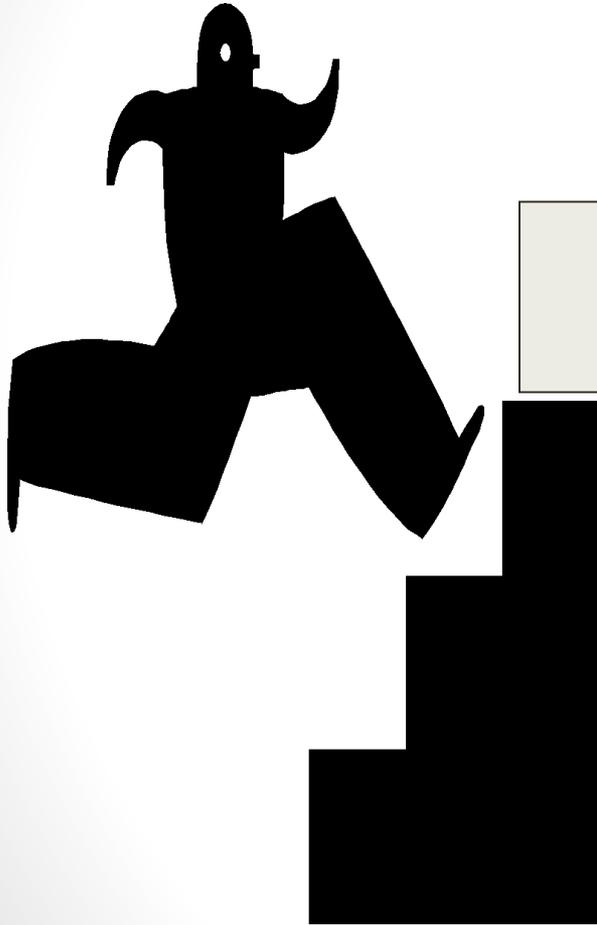


Michigan School Testing Conference
February, 2015

Session Topics

- What is the formative assessment process and how does it fit into a balanced assessment system?
- How have MDE and Corunna worked collaboratively to build formative assessment practices? What can be learned to apply to your setting?
- What is Corunna learning about the assessment practices in their district?
- What's next?

Comprehensive Balanced Assessment System



Aligned to Content Standards

M-STEP/MI-Access/End of Course
Summative – Assessment **of** Learning
Are students proficient?

Interim/Benchmark Assessments
Short-Cycle Summative Assessments
Did students learn the important parts of this
unit?

Classroom Assessment Practices
Formative – Assessment **for** Learning
Did the student learn what I *just* taught them?
Teacher - How can I change my teaching tactics?
Student – How can I change my learning tactics?

FAME Project Goal

“Working collaboratively, educators will learn, implement, and reflect on the formative assessment process in order to guide student learning and teachers’ instructional practices.”



How do we accomplish?



- Learning team model of 6-8 classroom teachers led by a coach/facilitator
- Administrator engagement encouraged

How does FAME define the formative assessment process?

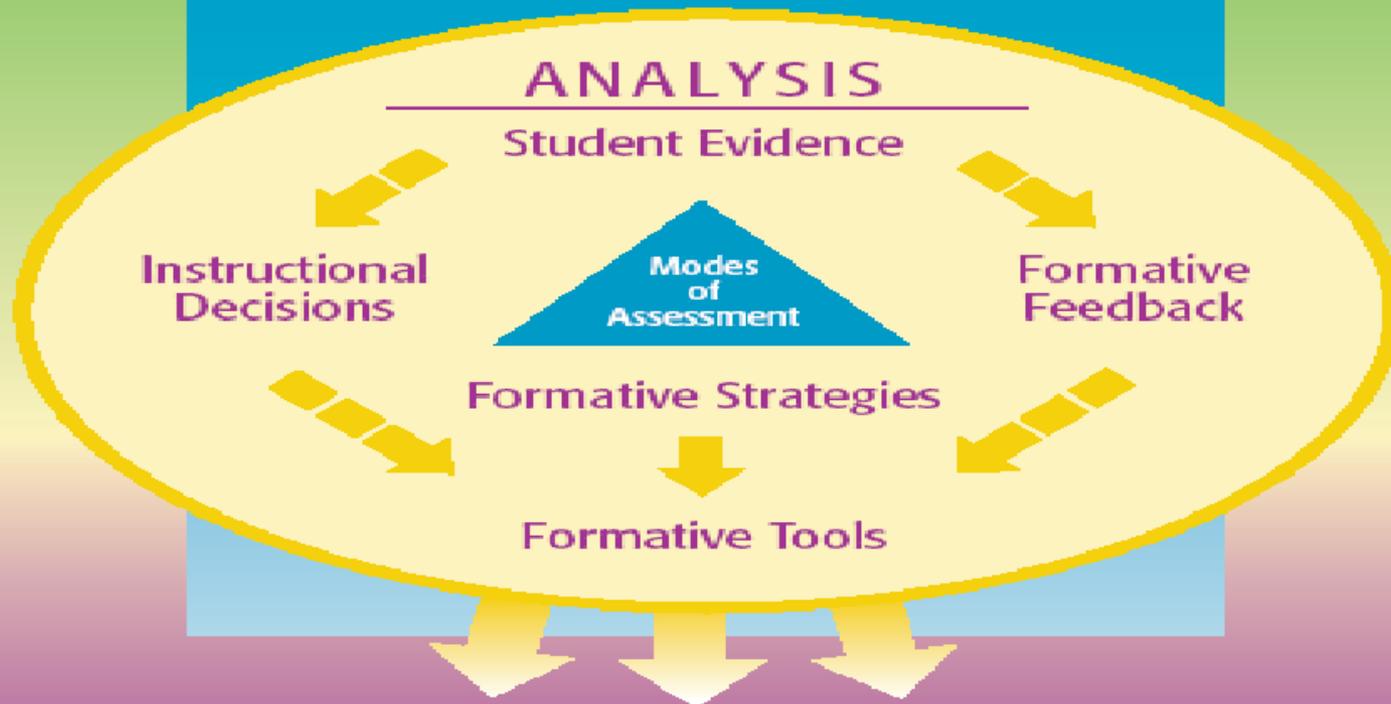
“Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.”

(CCSSO FAST SCASS Project, 2006)

The Formative Assessment Process

Planning

Learning Target Use



Student Motivation & Learning

Training Resources **FREE!**

- F2F Session-“Launching into Learning”
- Formative Assessment Learning Guide
- Access to Online Resources
- Coach Training
 - Cognitive Coaching Seminars®
 - Adaptive Schools Foundation Seminar
- MDE and FAME Regional Lead Support

More FAME Project Information

Administrators
Career & College Ready
Early Learners and Care
Educator Certification
Grants
MDE Offices
MDE Programs
News & Publications
Parent Engagement
Student Assessment
Accountability
Accreditation
Annual Measurable Achievement Objectives (AMAO)
Beating the Odds
Educator Evaluations
Evaluation and Strategic Research
Focus Schools
Formative Assessment Process
Interim Assessments

Welcome to the Division of Accountability Services Assessment and Accountability Web Site

In June 2014, the Michigan Legislature required the Michigan Department of Education (MDE) to develop a new test for spring 2015, creating a need to reduce a normal three-year test development process to nine months. We have been working hard to accomplish this and are excited to announce our new assessment system called the Michigan Student Test of Educational Progress, or M-STEP.

The M-STEP will include our summative assessments designed to measure student growth effectively for today's students. English language arts and mathematics will be assessed in grades 3–8, science in grades 4 and 7, and social studies in grades 5 and 8. It also includes the Michigan Merit Examination in 11th grade, which consists of the ACT Plus Writing, WorkKeys, and M-STEP summative assessments in English language arts, mathematics, science, and social studies.



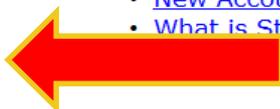
(Click Buttons Above to Visit Each Assessments Home Page)

Information on Michigan's Assessments

- [M-STEP Spring 2015 Michigan Assessment Transition – November 2014](#)
- [Spring 2015 Testing Schedule Update](#) - Updated September 2014
- [Recommended Online Testing Device Requirements](#) - Updated 11-13-14

Accountability Information

- [New Accountability Measurement - Student Growth Percentile \(SGP\) Policy Brief](#)
- [What is Student Growth Percentile?](#)



Assessment Guidance

Administrators

Career & College Ready

Early Learners and Care

Educator Certification

Grants

MDE Offices

MDE Programs

News & Publications

Parent Engagement

Student Assessment

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Focus Schools

Formative Assessment Process

Interim Assessments

Formative Assessment for Michigan Educators (FAME)

"Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes"

CCSSO FAST SCASS Austin, Texas October 2006

What's New

- [FAME 2014-15 Training Dates and Locations](#)  Revised 3/5/14
- [FAME Team Expectations](#) 

FAME Project

- [Abstract: MSU Research on 2013-14 FAME Project](#) 
 - [Where's FAME in Michigan?](#) 
- For more information about the FAME project, please contact Kimberly Young, Education Assessment Specialist, MDE/BAA at 517.373.0988, email youngk1@michigan.gov.
- [FAME Presentation "Got FAME? It Does Assessment Practice Good" given at MSTC 2.18.14](#) 
- This 2014 MSTC Session presentation described a strategic plan in Muskegon ISD leveraging a state-wide professional development initiative to build assessment literacy.

Research Related Support Links

- [FAME Presentation at 2012 CCSSO](#) 
- At the June 2012 CCSSO National Conference on Student Assessment, the MSU research team and Dr. Ellen Vorenkamp, from Wayne RESA and FAME Regional Lead, presented some of the newest research findings from the FAME project. Click here for the [presentation powerpoint](#).
- [Summary of 2010-11 FAME Project Research](#)
 - [FAME Presentation at 2012 AERA](#) 
- A presentation on the Formative Assessment for Michigan Educators (FAME) was recently offered at the April 2012 AERA Conference in Vancouver, British Columbia, Canada. MSU researchers, Dr. Ed Roeber and Dr. Amelia Gotwals, along with doctoral students Dante Cisterna, Tara Kintz, and John Lane, provided data on the impact of teacher learning of the formative assessment

• [Contact MDE](#)

• [Michigan Online Resources for Educators](#)

• [Michigan eLibrary \(MeL\)](#)

• [ISD Financial Report](#)

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• [Notices & Public Comments](#)

Superintendent's Podcast 

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MI Education Fast Facts 

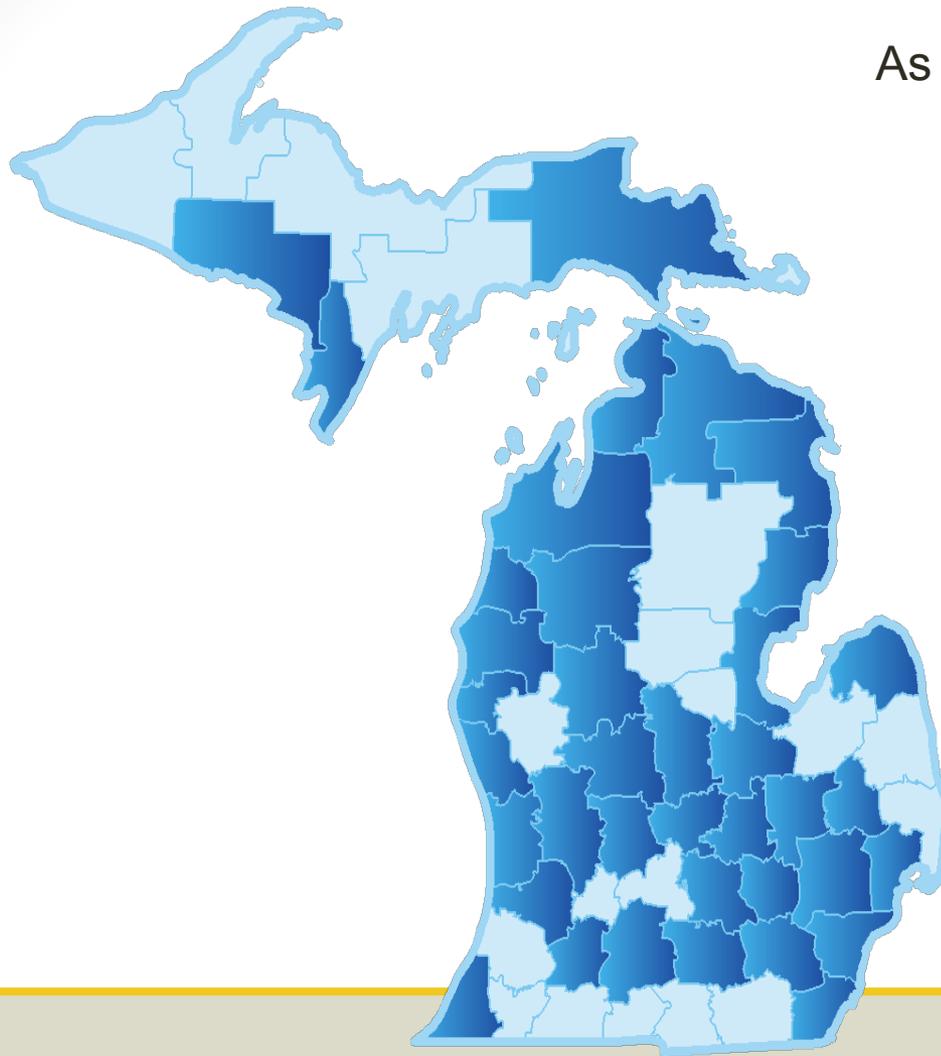


FAME Project By the Coach Numbers

School Year	08-09	09-10	10-11		11-12		12-13*		13-14		14-15	
Coaches	35	100	63	32	61	61	64	96	100	104	89	142
			Yr 1	Yr 2+	Yr 1	Yr 2+	Yr 1	Yr 2+	Yr 1	Yr 2+	Yr 1	Yr 2+

*10 Regional Lead Team

As of 2014-15



**FAME: Formative Assessment for Michigan Educators
Coaches and Teams**

BASED ON ALL THE HEAD TILTS,
MAYBE I'D BETTER EXPLAIN
THIS AGAIN...



Corunna Public Schools

Corunna, Michigan



Our Mission:

**TO PREPARE AN
UNPRECEDENTED NUMBER OF
STUDENTS FOR COLLEGE
AND/OR CAREERS,
REGARDLESS OF
DEMOGRAPHIC FACTORS.**

Demographics

- Rural/Suburban District
 - Approximately 1,900 students (and falling)
 - Approximately 50% of students are economically disadvantaged (and rising)
 - Approximately 35% of students are school of choice
 - Approximately 14% of students have a disability
 - Average of 5-6 sections of 25 students per grade
- Kindergarten & Pre-First building
- 1st-3rd grade elementary building
- 4th-7th grade intermediate building
- 8th-12th grade high school

Our Road to FAME

- **Year 1 (2011-12)**
 - Started with Cognitive Coaching (Kristy and MS Asst. Principal)
 - Department heads or department head designees
 - Completely voluntary (but asked for a commitment)
 - 2 meetings per month after school (45-60 minutes)
- **Year 2 (2012-13):**
 - Continued with the same team, but added additional interested staff members
 - Classroom visits
 - Artifact sharing
 - “Bring a Friend to FAME” in May
 - MS Principal trained in Cognitive Coaching and Adaptive Schools

Our Road to FAME cont.

- **Year 3 (2013-14):**
 - 2 new coaches and 2 new voluntary teams
 - All administrators and Superintendent begin Cognitive Coaching
 - Original team collects data from classroom visits (intro to third-point feedback that feeds forward)
 - Introduction of FA and FA strategies to volunteer elementary teachers
 - 2 meetings/month before school (45-60 minutes)
 - 25 volunteers
- **Year 4 (2014-15)**
 - Half-time formative assessment coach
 - New administrators begin Cognitive Coaching
 - 1 new coach (4 total)
 - 8 teams total (completely voluntary); more than ½ of entire teaching staff
 - 2 meetings per team per month (45-60 minutes) before or after school

Growth and Success

- Completely voluntary
- Continued opportunities to grow
- District focus (part of district and building improvement plans)
- Administrators including the superintendent and assistant superintendent are on-board
- Teacher-focused first
- Leading by example
- Celebrating successes
- Sharing the work

Our 5-Year Plan and FAME

- **Teacher Clarity/FOCUS**
 - Learning targets
 - Instructional objectives
 - You can't assess or give feedback when you don't know what you want students to know/be able to do or what it looks/sounds like when they can
- **Formative Assessment (FAME)**
 - Voluntary learning groups
- **Comprehensive MTSS**
 - Using formative assessment results of learning targets and instructional objectives to flexibly group students based on need
- **Student Involvement**
 - Student self-assessment
 - Student goal-setting
 - Peer-tutoring
- **Feedback**
 - Teacher to teacher; teacher to student; student to teacher; student to student
 - Third-point (let the data speak for itself)
 - Feedback that feeds forward

This year...

- ELA and Math Essentials
 - Learning targets
 - Instructional objectives
 - Common assessments
- PLC time
 - Talk about essentials/assessment
- MTSS
 - Flexible grouping based on formative assessment of LTs
- Student Self-Assessment
 - Quick FA to check-in with students
- Standards-based grading (Kindergarten-voluntary)
 - Communicating learning targets to parents

Formative Assessment Coach

- Comes to the group with big idea/questions
- Follows the group's needs over the "agenda" (personal or written)
- Asks the hard questions
- Is willing to lead by example and go first
- Encourages others to share
- Creates a safe environment
- Uses strategies that include everyone

Formative Assessment Coach's District-Wide Role

- Voluntary
- Model lessons
- Provide third-point feedback
- Engage in planning conversations
- Engage in problem-solving conversations
- Engage in reflective conversations
- Brainstorming
- Substitute for teachers so they can watch each other
- Coach 5 teams
- Meet with other coaches
- Lead team kick-offs
- Compile/collect/explain data
- Engage in PLCs to ask difficult questions and ensure teacher clarity/focus

How We've Changed

(not over-night)

Met with ENTIRE staff in grade level and/or departments to show data on WHY we needed to change (two-month period):

- MEAP
- ACT
- MME
- AIMSweb
- College Enrollment and Remediation
- High School Graduation and Dropout Rate
- Academic State Champs (Bridge)
- Top to Bottom List
- Dibels
- DRA
- Number of standards to teach...
- etc.

How We've Changed

(not over-night)

Determining our “Essentials”

PS Element	Power Standard: Non-negotiable standards (big ideas) that are essential for <i>every</i> student to learn.
1	Students will support a sound argument on important issues/topics using evidence from various sources (using one or more sources) (verbally and/or written).
2	Students will make inferences and draw conclusions using evidence from various sources (verbally and/or written).
3	Students will analyze conflicting arguments/viewpoints on issues/topics using evidence from various sources (using one or more sources) (verbally and/or written).
4	Students will develop viable solutions to complex problems with no obvious answers using rationale (verbally and/or written).
5	Students will speak and write clearly and concisely using correct grammar and mechanics.
6	Students will use and improve life-long reading skills (i.e. vocabulary and fluency).

How We've Changed

(not over-night)

Determining IOs and Learning Targets

PS Element	IO Number	Instructional Objective/Learning Targets: (Big ideas the student must know and/or be able to do)
6	1	<p>Students will develop life-long reading skills.</p> <ul style="list-style-type: none"> ▪ I can choose an appropriate book. ▪ I can read for pleasure and/or knowledge, both independently and proficiently. ▪ I can be a contributing member of a classroom community (discussing books and recommending books to others). ▪ I can make plans as a reader. (future books to read, etc...) ▪ I can identify favorite authors/series/genres and explain why. ▪ I can identify the characteristics of eleven genres. (poetry, traditional literature, fantasy, science fiction, realistic fiction, historical fiction, nonfiction, biography, autobiography, memoir, graphic novels) ▪ I can identify the genre of a text. (poetry, traditional literature, fantasy, science fiction, realistic fiction, historical fiction, nonfiction, biography, autobiography, memoir, graphic novels) ▪ I can use visible close reading strategies (ie. I can annotate: questions, summaries, connections, reactions, definitions.; umbrella, KWLH, graphic organizer, etc.) ▪ I can state the main idea(s) of a text. ▪ I can explain how the main idea(s) is supported by key details. ▪ I can write/ask questions relevant to a text.

How We've Changed

(not over-night)

Posting Learning Targets

I CAN

Today we will work with Money and decimals

So we can know how to do decimals and money

We will know we have it when we can do it

I can subtract
decimals to the
thousandths place

I can add decimals to
the thousandths
place

I can divide a decimal
by a decimal (up to
the hundredths
place)

I can add an integer
and a decimal

I can subtract an
integer and a decimal

I can divide an
integer by a decimal

I can write an integer
as an equivalent
decimal to the
thousandths place

85% at 80% or Better

CR3
Responsibility
Be an active participant in the lesson and give your best effort to learn.

I can paraphrase information from a text.

I can write a clear introduction.

I can correctly use and spell the homophones....

I can paraphrase information presented in diverse media.

I can develop the topic based on relevant factual evidence.

their

they're

there

I can compare and contrast multiple points of view of the same event or topic.

I can reference my source when inserting relevant evidence.

I CAN...

GROUP
1

I can read and write words with the vowel teams
for /ō/. boat, snow, tee

GROUP
2

I can read and write words with the bossy r /ē/.
hēr, bīrd, fūr, dollār, doctōr *Every vowel in front of the r can say /ē/

GROUP
3

I can decode multisyllabic words.
conversational

I can read grade level text with accuracy. (98%)

I can read grade level text fluently.

I can comprehend (understand) grade level text.



I Can...

Today

Writing

plan my writing using a graphic organizer.

Reading

- read words with pattern ou, ow, oi, oy.
- read fluently.

Math

- subtract a two digit number from a two digit number.

Social Studies

Science

I can describe the author's purpose for including headings in a text.

...So I Can

The Unit

Write a narrative to share thoughts and ideas.

- read 2nd grade words.
- read 2nd grade text.

subtract two-digit numbers with and without regrouping.

identify and use text features.

How We've Changed

(not over-night)

Grade Books

I can elaborate... 11/13/2014 pts: 100	Define substan... 11/14/2014 pts: 100	I can use transi... 11/19/2014 pts: 100	I can define fea... 11/21/2014 pts: 100	I can write a se... 11/21/2014 pts: 100	Paragraph Unit... 11/24/2014 pts: 100	Rewards Vocab... 12/05/2014 pts: 100	I can annotate ... 12/10/2014 pts: 100	Kool Toonz - No... 12/12/2014 pts: 100
73	100	96	100	93	100	99	80	86
100	100	100	100	100	100	100	100	95
91	100	96	100	93	96	98	100	76
91	100	100	100	68	100	100	100	90
100	100	96	100	96	96	80	100	52
82	100	96	92	100	93	97	90	76
95	100	100	100	96	93	99	100	90
100	100	100	100	100	100	100	80	95
95	100	100	100	100	100	99	100	100
100	100	100	100	96	100	100	100	95
95	100	88	100	93	86	99	100	86
95	100	92	100	100	96	99	100	86
77	90	52	100	89	86	88	80	67
95	100	100	100	96	100	100	100	81
100	100	100	100	100	100	100	100	81
95	100	92	100	100	96	96	80	67
77	100	80	100	82	82	97	100	76
82	100	92	100	96	89	99	60	86
64	100	92	100	100	100	80	100	76
100	90	100	100	100	100	100	100	95
100	100	100	100	96	100	100	100	86
100	100	96	100	93	100	100	100	95
100	100	96	100	100	100	100	100	76
95	100	92	100	96	100	99	100	100

How We've Changed

(not over-night)

Kindergarten Report Cards



Nellie Reed Report Card Attachment

January 2015



Student: Kindergarten Student 2

Teacher: Mrs. Teacher

Reading

Instructional objective: Students will develop foundational reading skills			
Skill assessed (What has been mastered?)	Yes	No	Comments
I can read from left to right	x		
I can read from top to bottom	x		
I can identify the front cover of a book	x		
I can identify the back cover of a book	x		
I can identify the title page of a book	x		
I can say what an author does	x		
I can say what an illustrator does		x	
I can recognize uppercase letters	x		
I can name uppercase letters	x		
I can recognize lowercase letters	x		
I can name lowercase letters	x		
I can say the sound for each letter	x		
I can read 20 or more common high-frequency words		x	Kindergarten Student recognizes 4 out of the 20 that are expected. The number of expected sight words will increase for next marking period too.
I can say the initial (first) sound in a CVC word (consonant-vowel-	x		

How We've Changed

(not over-night)

MTSS

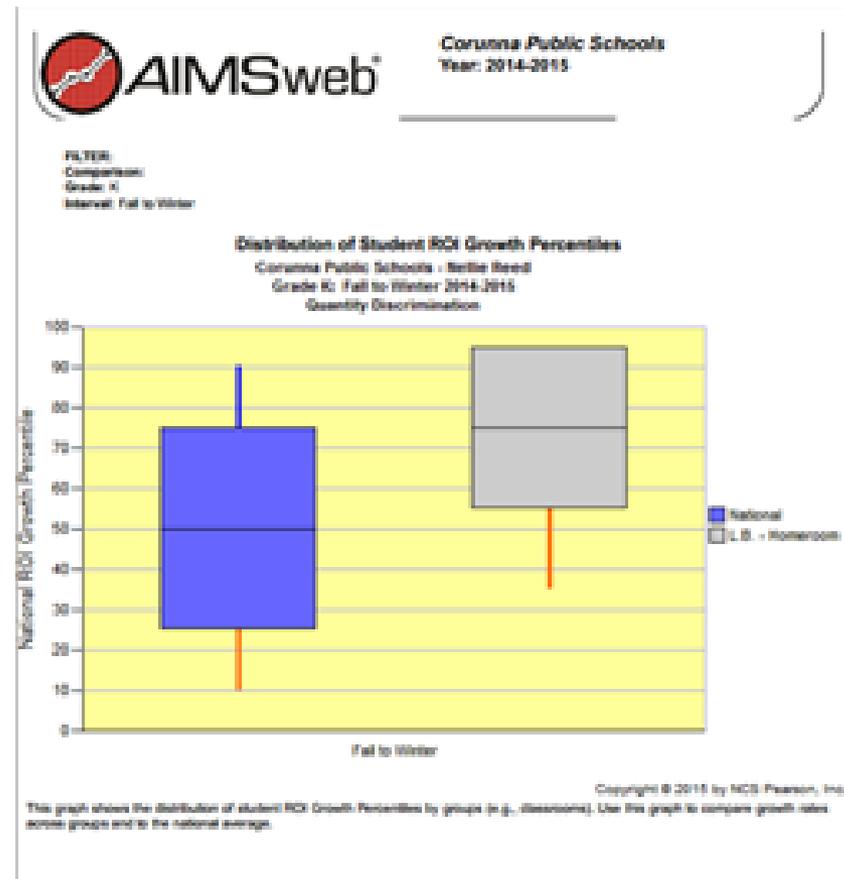
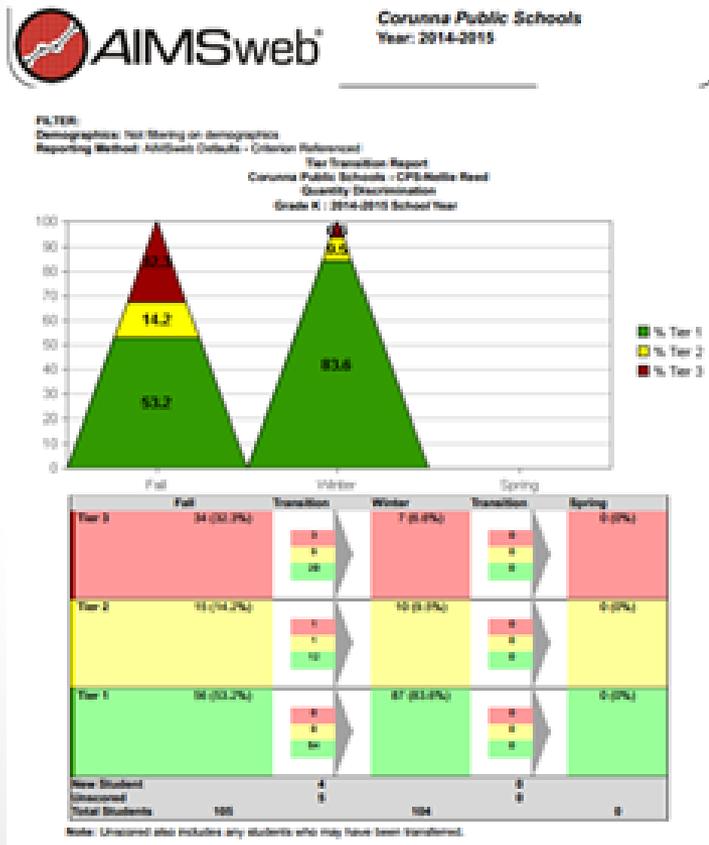
- **Elementary (K-3)**
 - 30 minutes daily K-3 reading
 - 30 minutes daily math
 - “All Hands on Deck”
 - Flexible Groups based on essentials document

- **Intermediate building (4-7)**
 - Math Power Hour
 - Back to back with math class

How We've Changed

(not over-night)

AIMSweb



Team Kick-offs

- Dinner
 - Set schedule
 - Create a team poster
 - Define formative assessment
 - Decide on prospective learning outcomes
 - Have fun and laugh

“I am sure many teachers have been using formative assessment strategies for years ... it becomes so much more powerful when you are consciously using the strategies to make decisions about your instruction... When you really start looking, you won’t believe you ever taught any other way.”

- Ingrid Dettman
- 6th grade ELA teacher



“I cannot imagine what a day in my classroom would look like that didn’t involve formative assessment. I use the feedback I get from my students to make decisions about what comes next during the lesson and what will happen the next day. The students and I are a team – working together to make sure they get the instruction they need, when and how they need it to be successful.”

**- Ingrid Dettman
- 6th grade ELA teacher**



“FAME has directly affected my day-to-day teaching. My instruction changes because my students’ needs change as they grasp concepts to mastery at different rates and times. I am constantly checking to see how well they have understood a concept and have avoided the notion of, ‘Well I’ve taught it, so they should know it.’”

- **Mike Windnagle**
- **5th grade teacher**



“Formative assessment provides me with the necessary data to know what needs to be polished and what concepts are mastered. It gives me the flexibility I need as an educator to reach all of my students and to guide them all toward the same goal at the same time.”

- **Mike Windnagle**
- **5th grade teacher**



“I now know that when I teach something, my students are learning it. My students are actively engaged in the learning process. I reteach the skills in the areas where my students aren't proficient because I know those skills are essential.”

**- Katie Stoddard
- 6th grade ELA teacher**



“When formative assessment is cognitively embraced it changes everything. When teachers realize that grades are just as much a reflection of their teaching as they are of students’ learning, shift happens. When the conversation moves from, ‘What have I taught them?’ to ‘What have they learned?’, that’s a game changer. All of those ‘gray areas’ become a little more black and white. Learning becomes the focus.”

- Kristy Walters
- Special Education Teacher

“Formative Assessment has truly helped me see where and at what depth my students are learning... These snapshots guide my instruction. Sometimes we get to our destination a little bit later rather than sooner, but we get there. This helps to ensure that students are ready and prepared for the summative assessments.”

**- Sara Golab
- 6th grade science teacher**

Contact Information

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