

Welcome to FAME 2.0 – Mission Possible!



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Welcome and Introductions

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Housekeeping

- Please turn electronic devices off or to vibrate
- Break about 2:00
- Ending around 4:30p.m.



Outcomes

Participants will begin to...

- Understand formative assessment as a process within a balanced assessment system
- Recognize the formative assessment process currently conceptualized by 5 Components and 13 Elements
- Identify the power of a job-embedded professional learning model to reflect on practice

Inclusion

Using the 8 X 10 purple index card. What is your current thinking?

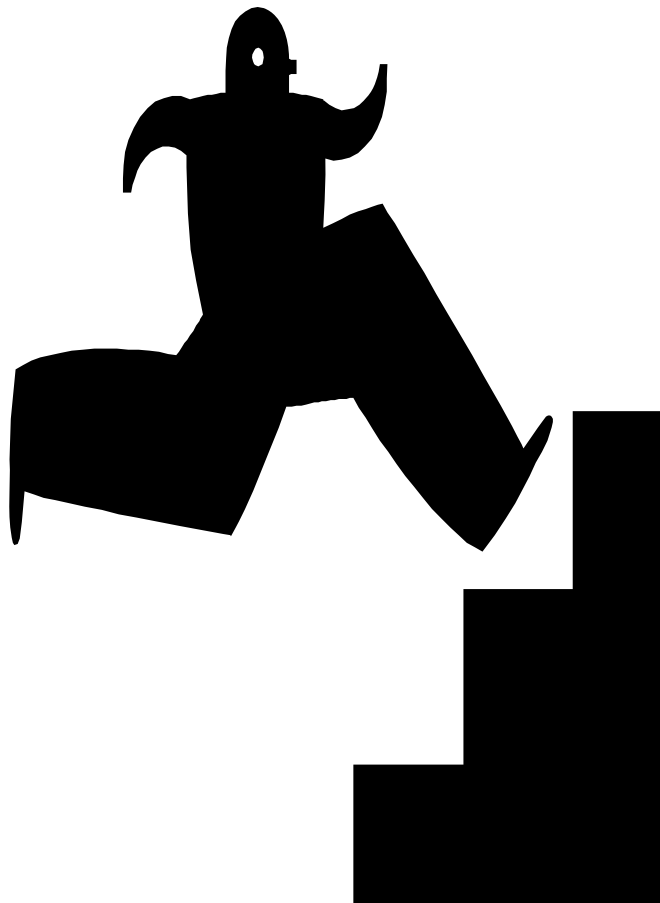
Formative assessment is.....

Self-assessment: Scale 1 – 5

1 = my understanding is very limited

5 = I am confident in my understanding and I would be able to support my colleagues

Comprehensive Balanced Assessment System



Aligned to Content Standards

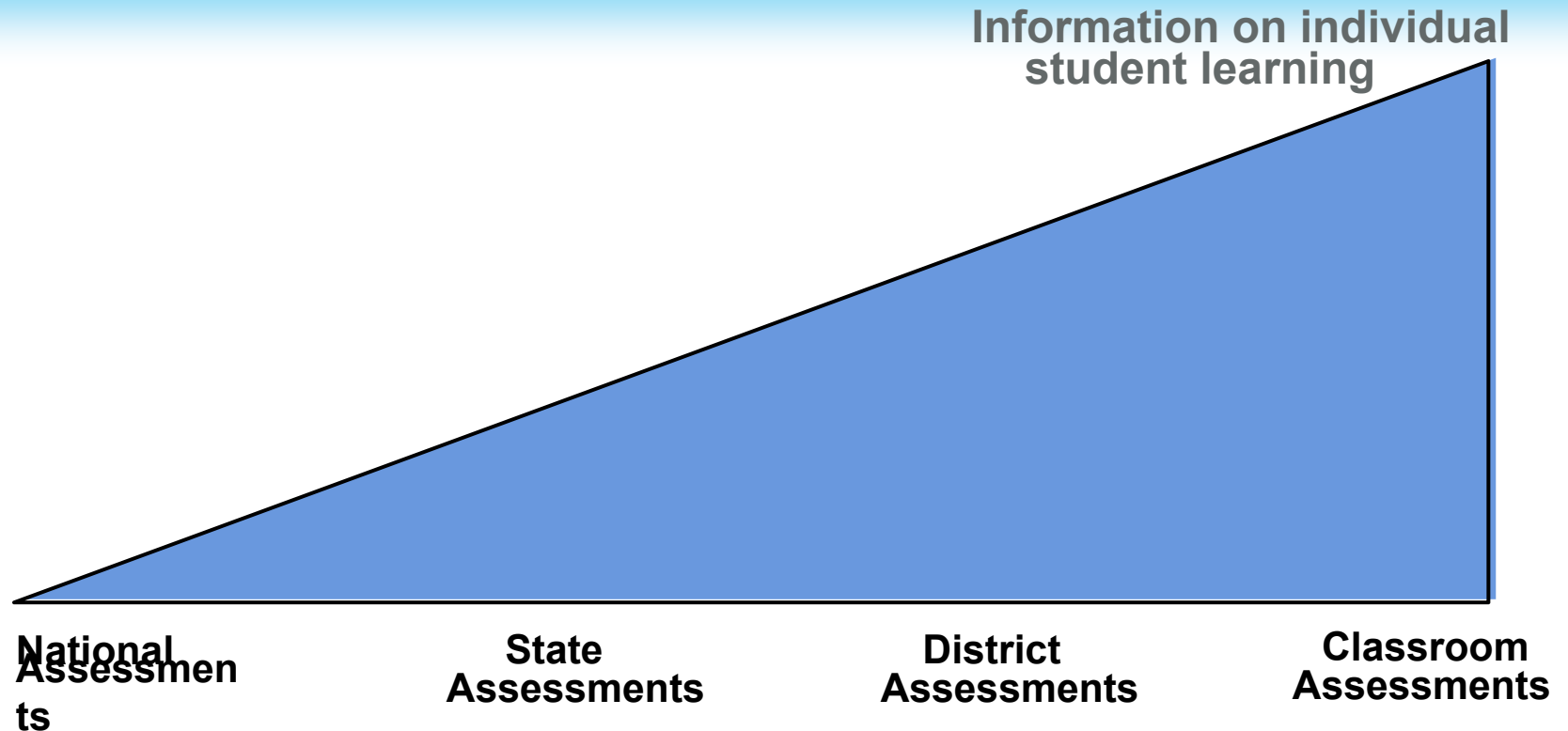
M-STEP/MI-Access/WIDA/End of Course
Summative – Assessment of Learning
Are students proficient?

Benchmark Assessments/Unit/Chapter
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 might I adjust my instructional strategies?
Student – How might I adjust my learning strategies?

FORMATIVE ASSESSMENT FOR MICHIGAN EDUCATORS

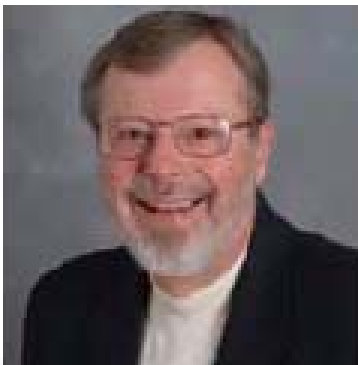
What Do Assessments Tell Us?



Adapted from R. J. Marzano & J.S. Kendall. (1996). *A comprehensive guide to designing a standards-based district, school, or classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

“If we wish to maximize student achievement in the U.S., we must pay greater attention to the improvement of classroom assessment.

Both assessment of learning and assessment for learning are essential. But one is currently in place, and the other is not.”



Rick Stiggins, 2002

Balanced Assessment Systems

Elbow Partner:

- *What is the status of assessment balance in your classroom/building/district?*
- *What might need some attention?*

Making Connections

Formative Assessment for Students & Teachers

- FAST SCASS Member



FORMATIVE ASSESSMENT
FOR STUDENTS AND TEACHERS



Newly Revised Definition

Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners.

- CCSSO FAST SCASS – Austin, TX: June 2017





 **ALN**
ASSESSMENT LEARNING NETWORK

**LEARNING
POINT**

What do we mean by Formative Assessment?

FAME
FORMATIVE ASSESSMENT FOR MICHIGAN EDUCATORS

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Table Talk MIP...

After reading share in a round robin format your **most important point**

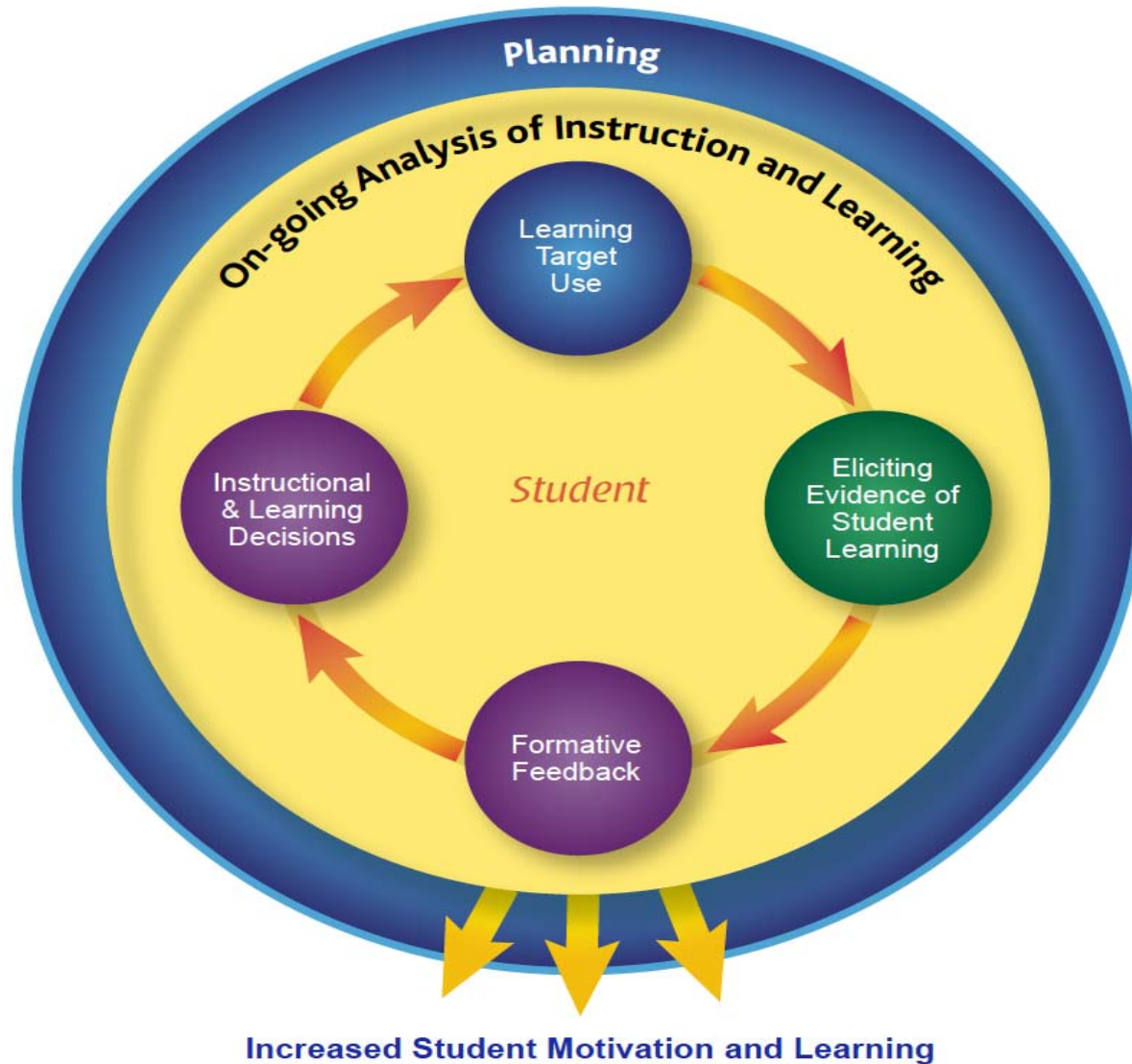
Formative Assessment Guiding Questions

- Where are we (teachers and students) going?
- What does the student understand now?
- How do we (teacher and students) get to the learning target?

The Formative Assessment Process

Formative Assessment Guiding Questions:

- Where are we going?
- What does the student understand now?
- How do we get to the learning target?



Formative Assessment Components

- Planning
- Learning Target Use
- Eliciting Evidence of Student Understanding
- Formative Feedback
- Instructional and Learning Decisions

Guiding Questions	FAME Components and Elements
<i>Where are we (teacher and students) going?</i>	<p>Planning</p> <p>1.1—Instructional Planning: planning based on knowledge of the content, standards, pedagogy, formative assessment process, and students.</p> <p>Learning Target Use</p> <p>2.1—Designing Learning Targets: the use and communication of daily instructional aims with the students</p> <p>2.2—Learning Progressions: connection of the learning target to past and future learning</p> <p>2.3—Models of Proficient Achievement: examples of successful work for students to use as a guide.</p>
<i>What does the student understand now?</i>	<p>Eliciting Evidence of Student Understanding</p> <p>3.1—Activating Prior Knowledge: the opportunity for students to self-assess or connect new ideas to their prior knowledge</p> <p>3.2—Gathering Evidence of Student Understanding: use of a variety of tools and strategies to gather information about student thinking and understanding regarding the learning targets from <i>all</i> students</p> <p>3.3—Teacher Questioning Strategies: the intentional use of questions for students to explain their thinking or to connect their idea to another student’s response</p> <p>3.4—Skillful Use of Questions: a focus on the purpose, timing, and audience for questions to deliver content and to check students’ understanding</p>
<i>How do we (teacher and students) get to the learning target?</i>	<p>Formative Feedback</p> <p>4.1—Feedback from the Teacher: verbal or written feedback to a student to improve his or her achievement of the learning target</p> <p>4.2—Feedback from Peers: feedback from one student to another student about his or her learning in relation to a learning target</p> <p>4.3—Student Self-Assessment: the process in which students gather information and reflect on their own learning in relation to the learning goal.</p> <p>Instructional and Learning Decisions</p> <p>5.1—Adjustments to Teaching: teachers’ daily decisions about changes to instruction</p> <p>5.2—Adjustments to Learning: students’ use of feedback for improvement.</p>

Highlight Activity

- Briefly review each component and element
- Use two different-colored highlighters to explore these questions
- **What might be some you are familiar with?**
Color one
- **What might be some you would like to learn more about?** *Color two*

Sole Partner



Find someone in the room with similar shoes

One thing you are familiar with and why?

One thing you would like to know more about and why?

Video Viewing Norms

The Value of Studying Video (Coach edition pg 104.2)

- Video clips are examples, not exemplars
- Video clips are for investigation of teaching and learning, not evaluation of the teacher
- Video clips are snapshots of teaching, not the entire lesson
- Video clips are for examination of a particular interaction

As You View...

Select one of the 5 Components

- Make notes on what you see or hear related to teacher or student actions related to the Component
- What question(s) would you want to ask this teacher?

Looking into the Classroom...



Picture Pairs

- What you see or hear related to teacher or student actions related to the Component
- What question(s) would you want to ask this teacher?

Are You Ready?

Protocol: Factor *Pair Share*

Article: Necessary Conditions for Successful Implementation of Formative Assessment

Select one of these Factors

- *School Leadership Readiness- read page 6-7*
- *Teacher Readiness – read page 7-8*

Complete the Self-Assessment for Factor

Fearless Factor!

Pair up

Help a colleague think about what might be done between now and the fall to move closer to readiness.

FAME

Mini Learning Team Meeting



Component #4

Formative Feedback

Formative Feedback

“Formative feedback is actionable...”



— *W. James Popham, 2008*

Suit Spot

Find your suit partners –

- Identify a coach and a time keeper
- Learning Team Packet (agenda and articles)



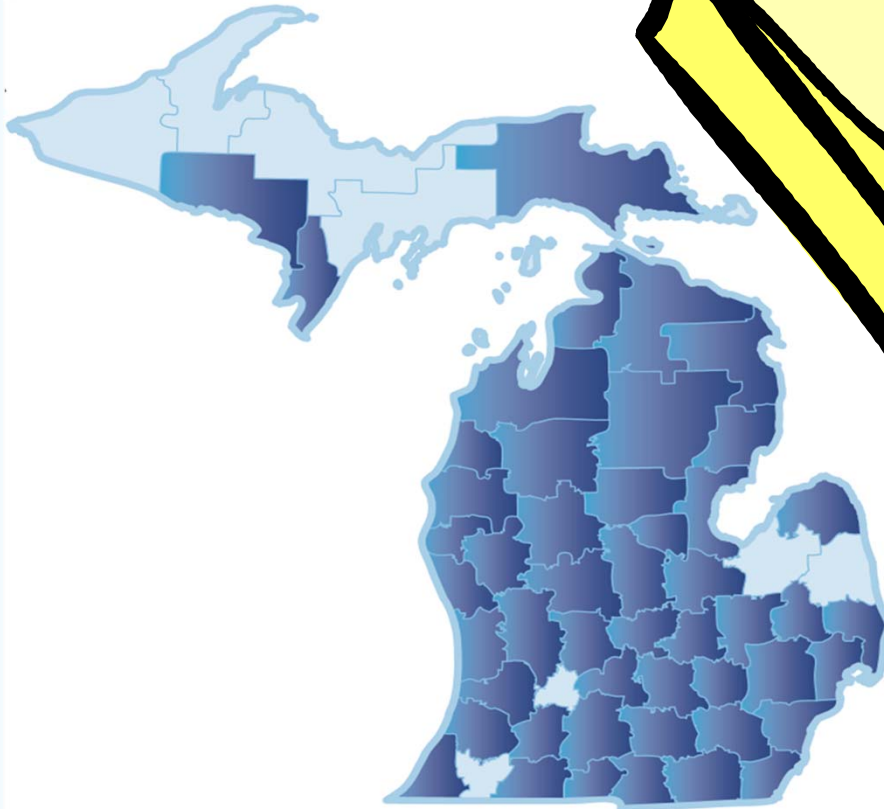
What is FAME?



- Desire to be a coach
- Support for putting a team together
- Time is given for team to meet regularly
- Resources
- Learn-practice-reflect

Interested in 2018-19 FAME?

- Name
- Professional Role
- District Name
- Email



Back to the Future Journaling

On the back of the 8 x 10 purple index card:

- In what way(s) has your understanding of the formative assessment process been reinforced?
- In what way(s) has it been stretched?

Contact Info

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