

FAME: Continuing to Build Formative Assessment Capacity in Michigan Classrooms

MICHIGAN SCHOOL TESTING CONFERENCE

CLINIC C4

FEBRUARY 14, 2018

ANN ARBOR MI



Outcomes

Participants will begin to:

- Understand formative assessment as a process within a balanced assessment system
- identify the components and elements of the formative assessment process
- Appreciate the role of teacher and student in the formative assessment process
- See how MDE is supporting educators in learning, implementing, and reflecting on the formative assessment process

Inclusion

Think I
Know...

What I
Know...

Want to Know...

Comprehensive Balanced Assessment System



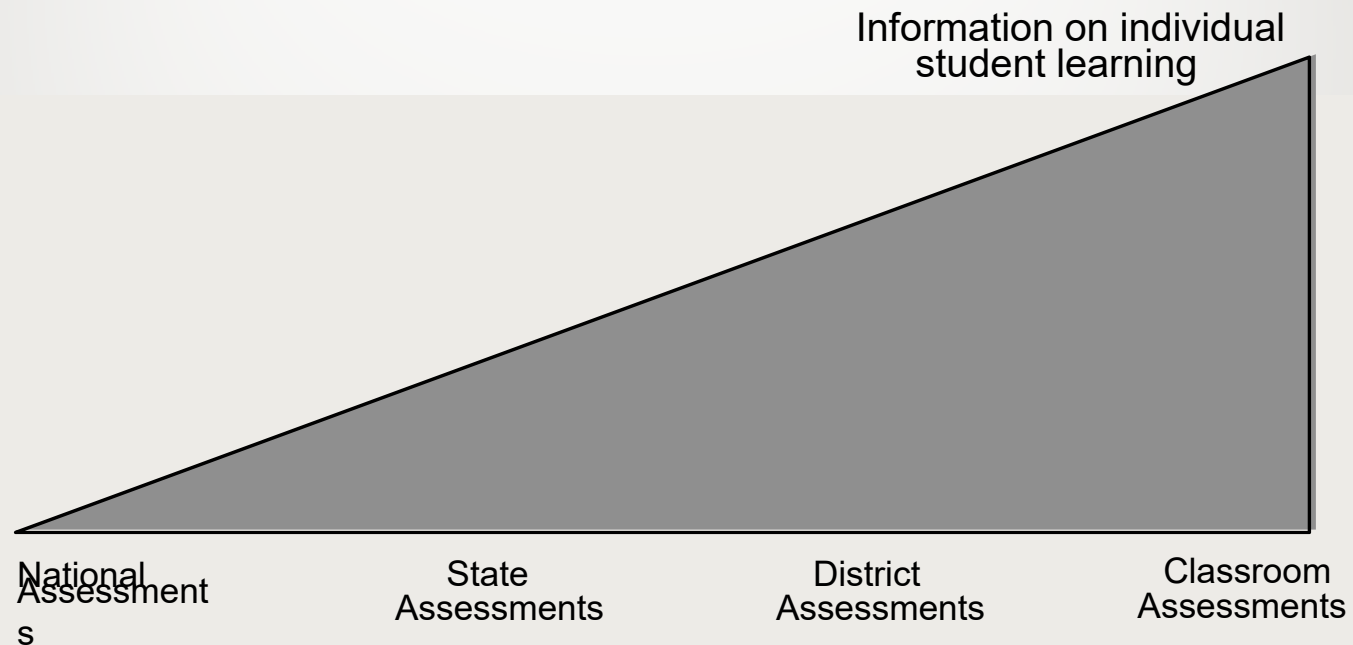
Aligned to Content Standards

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?

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.

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

Balanced Assessment Systems

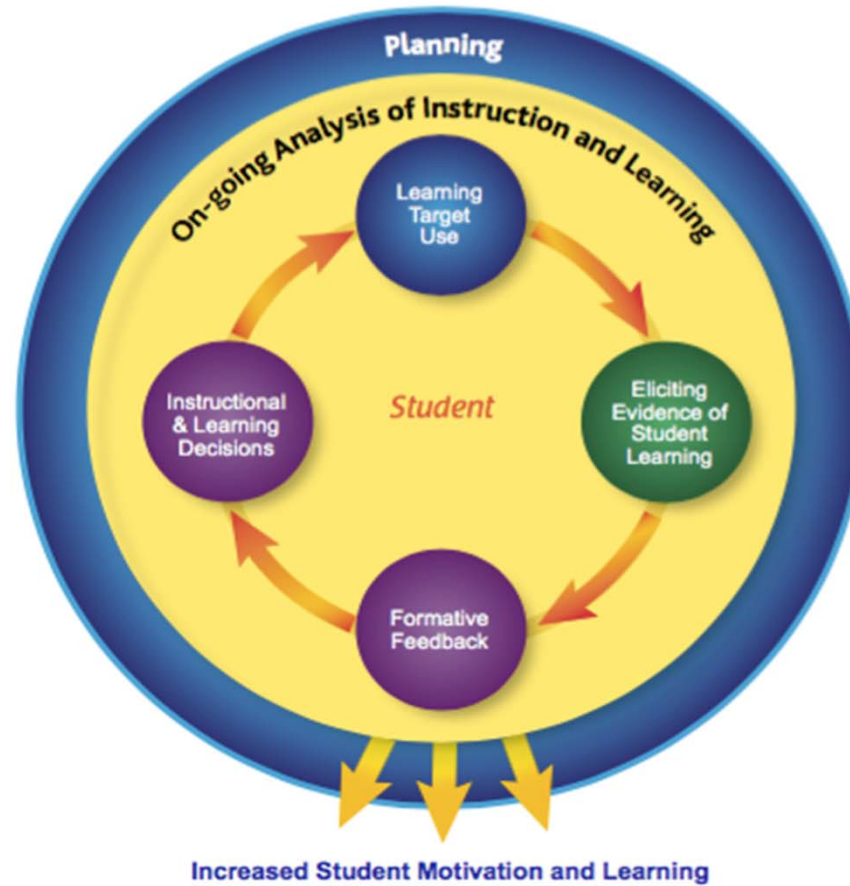
Pair Up:

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

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?



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*

**What
Questions
Might You
Have?**



How does the FAME model work?

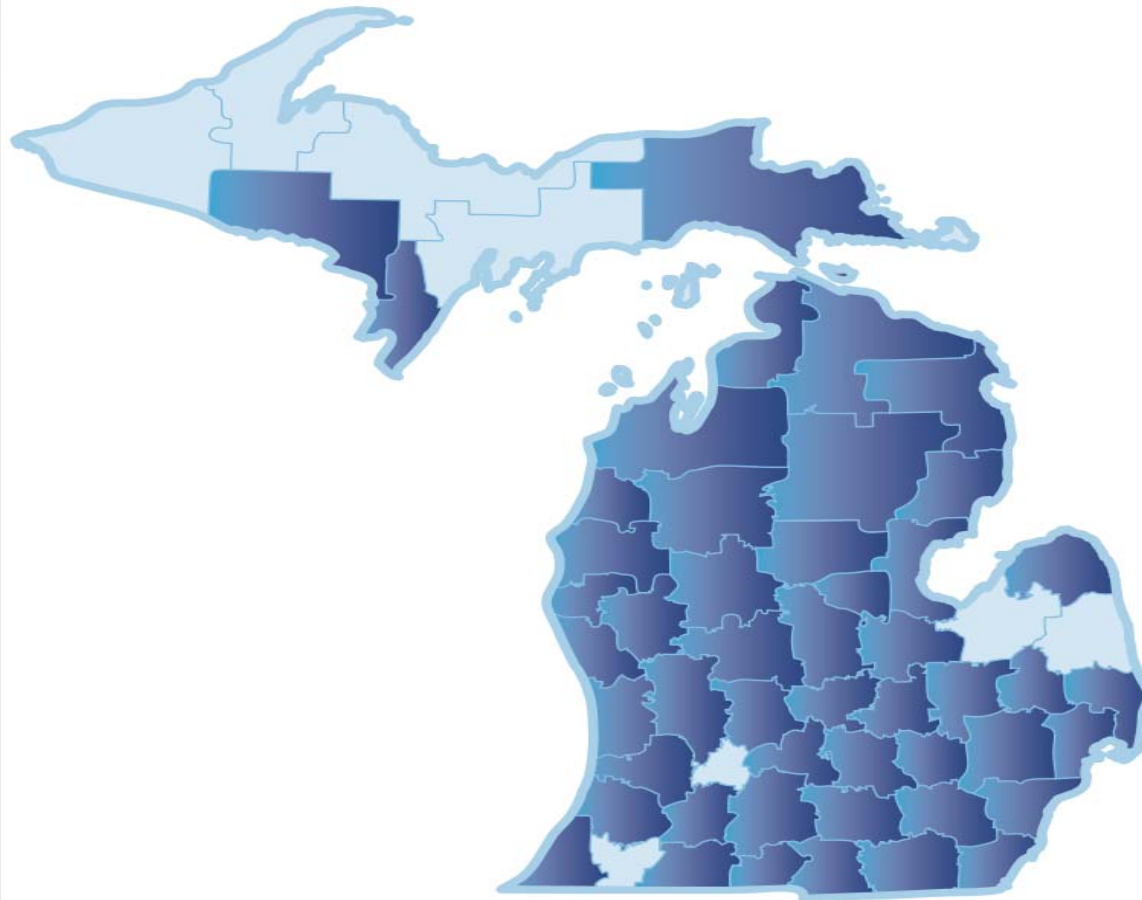


- Learning Team – Coach Model
- Meet regularly over an extended period of time
- Learning guide and website resources
- Practice and reflect
- Coaches are a learner too!

FREE!

Training Resources

- F2F Session-“Launching into Learning”
- Formative Assessment Process Learning Guide (LT version and Coach version)
- FAME Resource Website MDE and FAME Regional Lead Support
- Coach Training:
 - Cognitive Coaching® Foundation Series (8 days total)
 - Adaptive Schools
 - One-day additional learning opportunities



FAME: Formative Assessment for Michigan Educators
Coaches and Teams

Number of FAME Coaches

School Year	08-09	09-10	10-11	11-12	12-13*	13-14	14-15	15-16	16-17
Coach Number	35	100	Yr 1 63 Yr 2+ 32	Yr 1 61 Yr 2+ 61	Yr 1 64 Yr 2+ 96	Yr 1 100 Yr 2+ 104	Yr 1 89 Yr 2+ 142	Yr 1 95 Yr 2+ 148	Yr 1 100 Yr 2+ 150



17 - 18

Yr 1 100

Yr 2+ 148

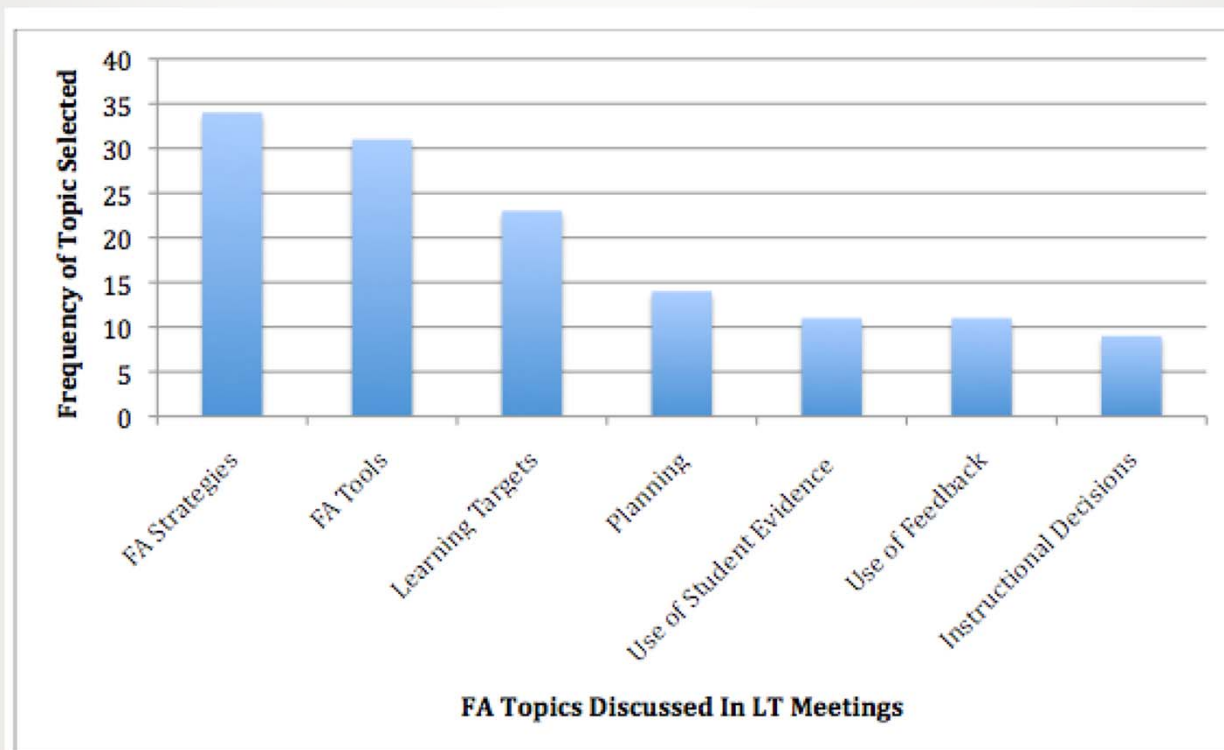


* Regional Leads

Who are FAME Learning Team Members?

Current Position	Percentage
Teacher	92.6
Principal/ Assistant Principal	3.0
Department Chair/ Instructional Leader	4.4
ISD Administrator	0.0
District Administrator	1.0
Retiree	0.0
Other	3.5

What do FAME Learning Team Discuss?



Learning Team Member Knowledge of FA- Start of the Year

Learning Team Member Knowledge of Key Formative Assessment Strategies - Start of Year Percentages

FA Strategy	Not At All	Unsure	Somewhat	Very
Goal setting with students	2.7	9.1	68.5	19.8
Using Learning Targets	1.6	32.1	51.5	33.7
Activating Student Prior Knowledge	0.5	1.9	41.0	56.6
Providing Descriptive Feedback	2.2	9.5	65.3	23.0
Facilitating Student Peer Assessment	4.0	28.4	63.0	4.6
Helping Students Self-Assess	1.6	18.2	70.2	9.9
Formative Questioning	3.8	23.2	62.2	10.7
Assessing for Transfer	18.1	41.4	37.6	3.0

Learning Team Member Knowledge of FA- End of the Year

Learning Team Member Knowledge
of Key Formative Assessment Strategies - End of Year
Percentages

FA Strategy	Not At All	Unsure	Somewhat	Very
Goal setting with students	1.1	1.3	55.0	42.6
Using Learning Targets	0.8	0.5	22.3	76.3
Activating Student Prior Knowledge	0.5	0.8	34.1	64.6
Providing Descriptive Feedback	1.1	3.0	51.5	44.5
Facilitating Student Peer Assessment	3.5	9.1	64.3	23.1
Helping Students Self-Assess	1.4	4.9	56.0	37.8
Formative Questioning	2.4	3.2	45.0	49.3
Assessing for Transfer	20.2	15.1	52.6	12.1

What Are We Learning about FAME Learning Teams?

MOST BENEFICIAL ASPECTS OF LTM

Aspect	Percentages
Sharing ideas about FA	76.0
Reflecting on use of FA	68.4
Learning FA tools and strategies	66.5
Planning to use FA in the classroom	64.3
Developing or finding new FA resources	56.1
Did not see a benefit	3.8

PROFESSIONAL EXPERIENCE

Years of Experience	Percentages
0-1 Years	1.2
2-5 Years	11.6
6-15 Years	40.9
16 or More Years	46.3

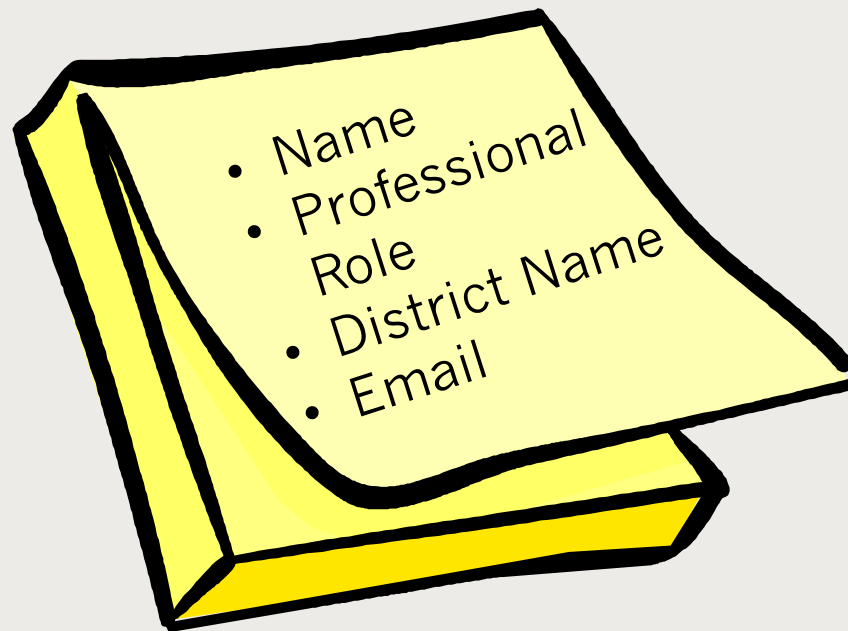


Research and Development Activities

- Periodic update surveys sent to all coaches to assist leads help you and your learning team
- Annual survey of coaches and learning team members at the end of the school year
- Role of the administrator

Research abstracts available at
www.Michigan.gov/formativeassessment

Interested in 2018-19 FAME?



Organizing & Integrate

3 – 2 – 1

- **3** key ideas you want to remember
- **2** questions to explore
- **1** thing to ponder

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