A map of Michigan showing its school districts. The districts are highlighted in various shades of blue, with some in a darker blue and others in a lighter blue. The map is positioned on the left side of the slide, partially overlapping the title area.

Formative Assessment Practices

*Moving Teacher and Student
Learning Forward*

DAS Conferences
Fall 2015

Session Topics

- o What is the formative assessment process?
- o How does it fit into a comprehensive balanced assessment system?
- o What might it look like and sound like in classrooms?
- o How is the Department of Education supporting the implementation of formative assessment?

Grounding

- o What may be your current understanding of formative assessment?
- o Think about a classroom example to share.
- o With a table mate and without judgement, talk about your current thinking.

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?



Have a lot of
work to do



Fully
Implemented

Fist to Five

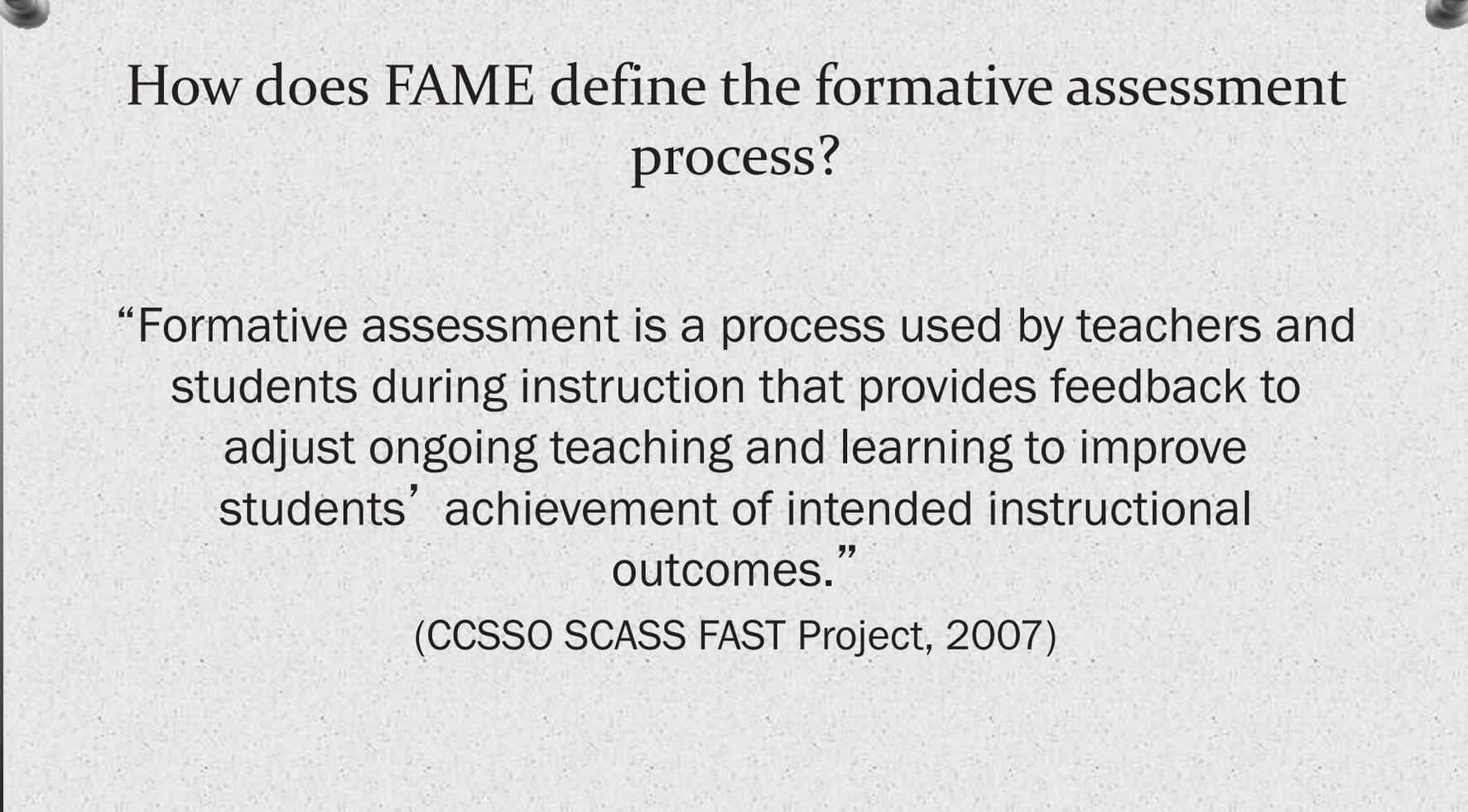
Given what you know about balance, what may be the status of assessment balance in your classroom, the building, and district you serve?

“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



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 SCASS FAST Project, 2007)

The Formative Assessment Process

Planning

Learning Target Use

ANALYSIS

Student Evidence

Instructional
Decisions

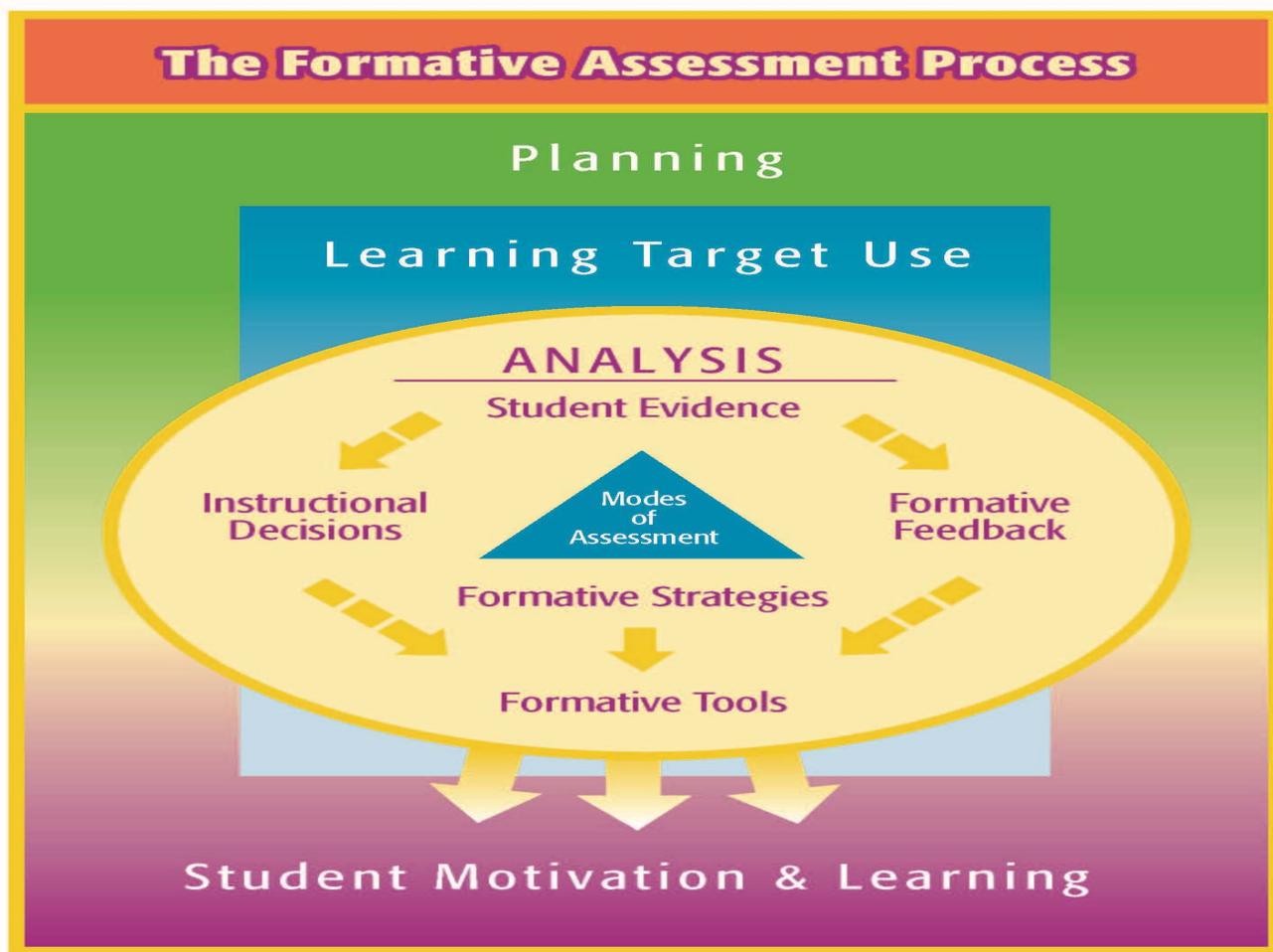
Modes
of
Assessment

Formative
Feedback

Formative Strategies

Formative Tools

Student Motivation & Learning



8 Components of TFAP

1. Planning
2. Learning Target Use
3. Student Evidence
4. Formative Assessment Strategies
5. Formative Assessment Tools
6. Student & Teacher Analysis
7. Formative Feedback
8. Instructional Decisions



It's Not Formative Unless....

- Teachers have a **plan** not only before they walk into the classroom but throughout.
- The Learning Targets are **clear** and **linked** to every part of the Formative Assessment Process.
- Feedback *for* Learning is **actionable**.
- Teachers **analyze** student assessment evidence as a way to **revise their instruction**.



Learning Target



Formative
Assessment
Strategy



Formative
Tool



Formative
Tool



Formative
Tool



Formative
Tool

Formative Assessment Strategies

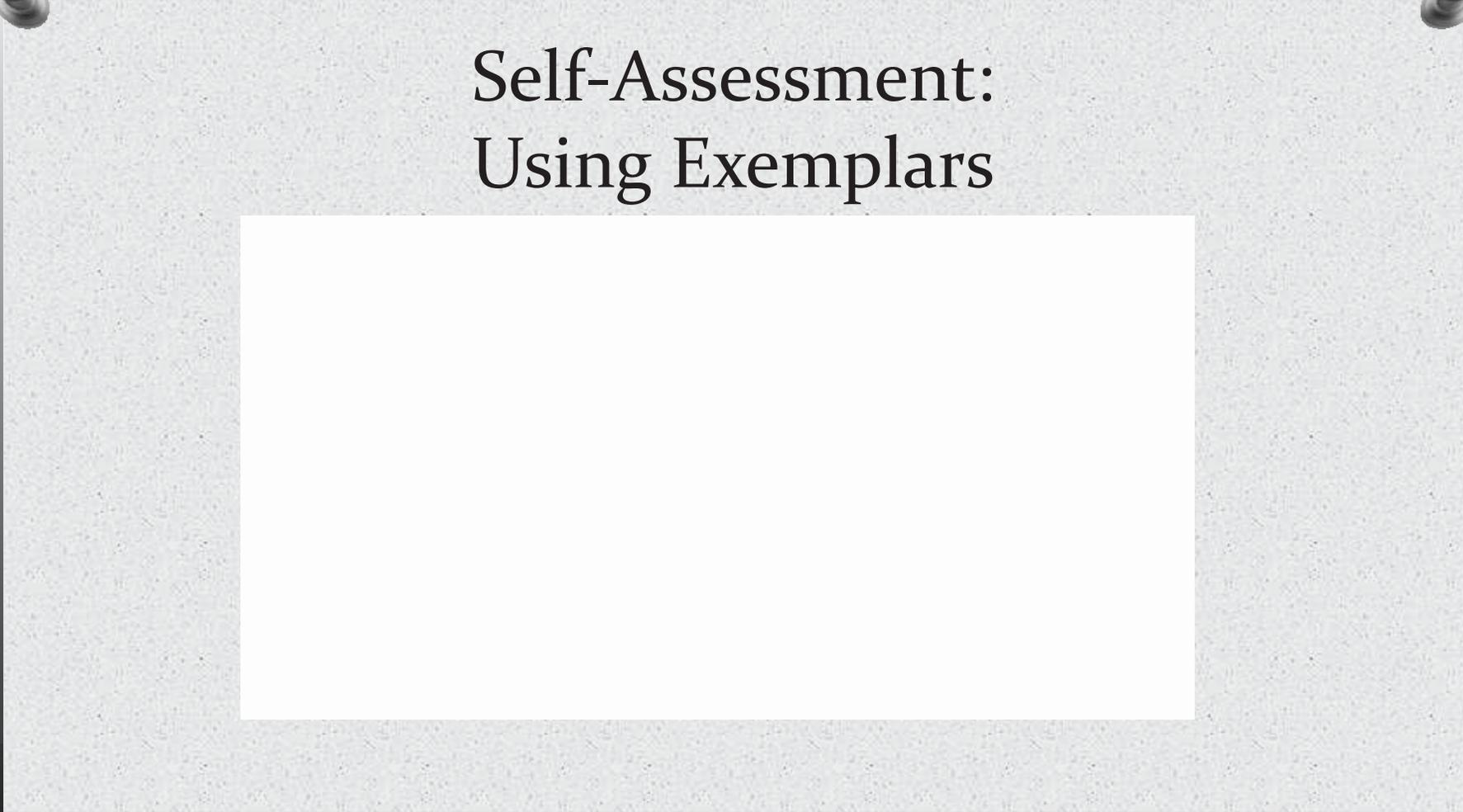
- Activating prior knowledge
- Peer assessment
- **Self assessment**
- Goal setting
- Feedback use
- Questioning



Self-Assessment: Exemplars

Following video clip:

- What evidence did you see that Sarah was involved in her own learning?
- How do you know she was aware of the criteria for success?
- What did she say that indicates she is aware of where she is in her progress?
- What did she say that indicates where she is headed in her learning?



Self-Assessment: Using Exemplars



Self-Assessment: Exemplars

- What evidence did you see that Sarah was involved in her own learning?
- How do you know she was aware of the criteria for success?
- What did she say that indicates she is aware of where she is in her progress?
- What did she say that indicates where she is headed in her learning?

Table Talk

- In what ways has your thinking about the formative assessment process been validated?
- In what ways has your thinking about the formative assessment process been challenged?



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 does this work?



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

FREE!

Training Resources

- o F2F Session-“Launching into Learning”
- o Formative Assessment Process Learning Guide
- o FAME Resource Website
- o MDE and FAME Regional Lead Support
- o Coach Training:
 - o Cognitive Coaching Foundation Seminar® (8 days over 2 years)
 - o Facilitating Your Learning Team (on-line, self-study resource)

FAME Project By the Coach Numbers

08-09	09-10	10-11		11-12		12-13*		13-14		14-15		15-16	
35	100	63	32	61	61	64	96	100	104	80	132	96	147
		Yr 1	2+	Yr 1	2+	Yr 1	2+	Yr 1	2+	Yr 1	2+	Yr 1	2+

*10 Regional Lead Team

- 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. The MDE worked to create a new assessment system called the Michigan Student Test of Educational Progress, or M-STEP.

The M-STEP consists of 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.

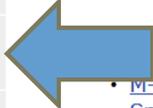


- August 20, 2015 — Lansing Convention Center, Lansing, MI
- August 25, 2015 — Crystal Mountain Resort, Thompsonville, MI
- August 27, 2015 — Northern Michigan University, Marquette, MI
- September 1, 2015 — Eagle Crest Resort, Ypsilanti, MI

Click here to register today!



(Click Buttons Above to Visit Each Assessment's Home Page)



on on Michigan's Assessments

- [M-STEP Spring 2015 Michigan Assessment Transition – March 15, 2015](#)
- [Spring 2015 Testing Schedule Update](#) - Updated March 15, 2015

State Board of Education

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

[MDE](#) > [STUDENT ASSESSMENT](#) > [FORMATIVE ASSESSMENT PROCESS](#)



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

Keep up-to-date with our weekly [Spotlight on Student Assessment and Accountability](#)

What's New

- [FAME Team Expectations](#)

FAME Project

- [FAME Presentation Implementing the Formative Assessment Process](#)
The Corunna Public Schools Story given at 2015 MSTC 2.20.15
- [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](#).

TIGER

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Interested in 2016-17 FAME?



- Name
- Professional Role
- District Name
- Email

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www.michigan.gov/formativeassessment