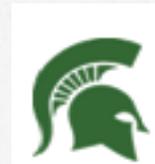


# Formative Assessment for Michigan Educators (FAME)

## The State Perspective

Michigan School Testing Conference  
February 21, 2013  
Session D2



# Presenters

- o Dr. Amelia Wenk Gotwals, Assistant Professor  
Michigan State University
- o Kimberly Young, Assessment Consultant  
Bureau of Assessment & Accountability

# Session Targets

- o How does MI define the formative assessment process
- o Provide a description of the current project professional development model
- o Related research efforts to guide implementation
- o Continuing steps to scale project across Michigan

## 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)

“Formative assessment is a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.”  
(Popham, 2007)



# Turn and Talk...

Examine each definition of the formative-assessment process:

- o What do these definitions say “formative assessment” is – and isn’t?
- o What are the key features of each definition?
  - o How are they similar?
  - o How are they different?

## **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.”

# **“Formative assessment process in every Michigan classroom”**

Dr. Ed Roeber

Past Director

Office of Educational Assessment &  
Accountability



Dr. Joseph Martineau

Director

Bureau of Assessment &  
Accountability



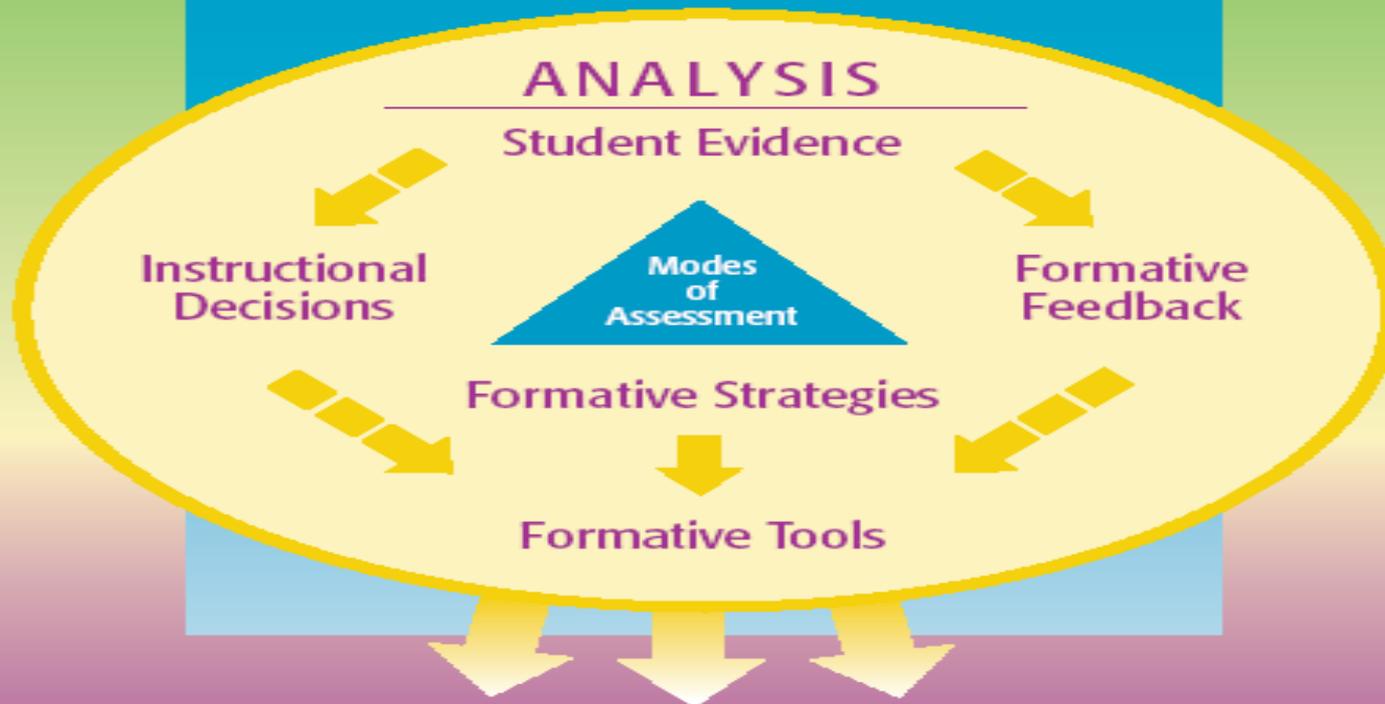
# FAME Project Model

- o 1st cohort of Learning Teams/Coaches 2008-09
- o Learning Team (LT) of 6-8 members
- o Led by a “coach” – facilitating sessions
- o Meet throughout the year/Multiple year journey
- o Materials and supports provided by MDE
- o Topics of LT choice
- o Not a “trainer of trainer” model

# The Formative Assessment Process

Planning

Learning Target Use



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

# Key Strategies of TFAP

- o Activating prior knowledge
- o Goal setting
- o Feedback use
- o Self-assessment
- o Peer assessment



Learning Target



Formative  
Assessment  
Strategy



Formative  
Tool

Formative  
Tool

Formative  
Tool

Formative  
Tool

# Online Resources and Coach Support



## Welcome to FAME: Formative Assessment for Michigan Educators

This website is a tool for you, as coaches and learning team members, to deepen your understanding of *The Formative Assessment Process*. Please use the site as a source for training materials, tools, e-learning resources, event registration, discussions, advice, and contact information. The site will be dynamic and interactive, so check back often.

At the top of each page you will find a navigation bar with tabs to help guide you to resources related to FAME and *The Formative Assessment Process*. Each page will provide you with a description of what is on the page, its purpose, and the appropriate resources. Coaches and leaders in FAME's Leadership Program each have their own pages where they can find resources related to coaching skills and the FAME Leadership Program.

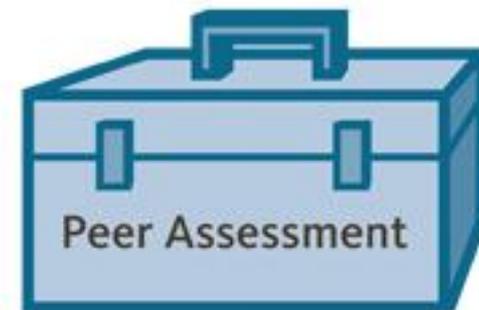
So we can better communicate and collaborate with everyone, [we welcome your feedback](#) to help improve this website.



## Site Requirements

To view this site properly, we recommend the following browsers, software, and plug-ins. Click on the

# Formative Assessment Strategy Toolboxes



FREE!

# Training Resources

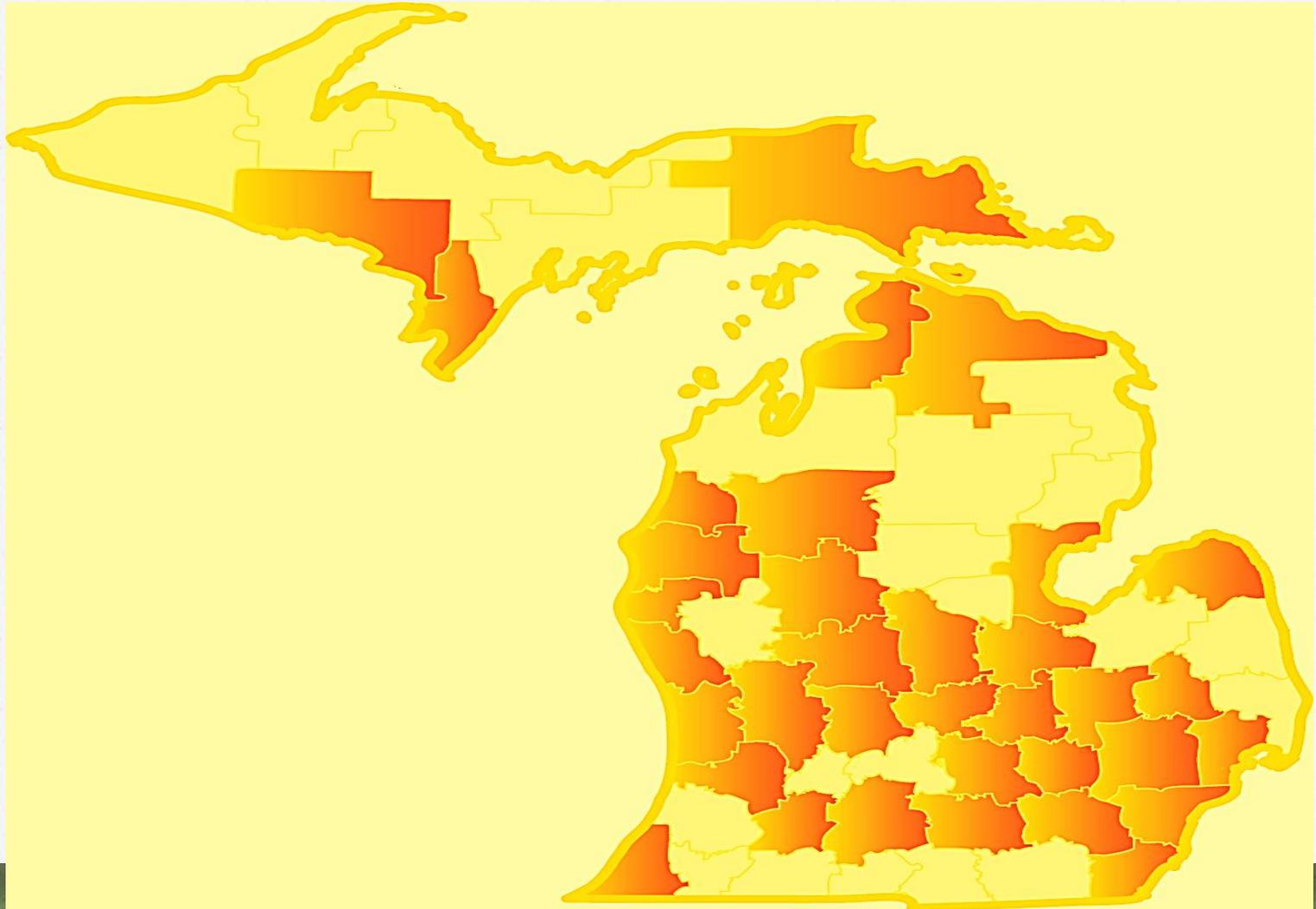
- o F2F Session-“Launching into Learning”
- o Formative Assessment Learning Guide
- o Access to Online Resources
- o Cognitive Coaching Seminars®
- o Adaptive Schools Foundation Seminar
- o MDE and FAME Regional Lead Support

# FAME: Project Numbers

School Year	08 - 09	09 - 10	10 - 11		11 - 12		12 - 13	
			<u>New</u>	<u>Ret</u>	<u>New</u>	<u>Ret</u>	<u>New</u>	<u>Ret</u>
Coaches	35	100	63	32	61	61	64	96*
Learning Teams	23	65	62	32	60	55	63	83

\*5 Returning FAME Leads and  
5 New FAME Leads

# Where are we?



# FAME Leadership Program

- o 10 veteran coaches apply and selected to participate in FLP

Jen Orton – Mason-Lake ISD

Alecia Hoppa – Muskegon ISD

Ellen Vorenkamp – Wayne RESA

LeeAnn Moore – Morley-Stanwood CS

Laura Otten – Kent ISD

Sean Carmody – Holt Public Schools

Jennifer McFarlane – Warren Woods

Linda Chase – Cheboygan Area Schools

Miriam Sailors – Spring Arbor University

Laurie Smith – Ottawa Area ISD

# FAME Leadership Program

## Learning Objectives

- o Understand & conceptualize the components of the FAME project
- o Conduct the one-day launch
- o Understand the theory and research behind formative assessment (readings, project)
- o Reflect on knowledge with peers and specialist
- o Facilitate and coach a group of coaches with the FAME project

# Michigan is part of broader conversation on the Formative Assessment Process

Smarter Balanced Assessment Consortium  
Formative Assessment Work Group



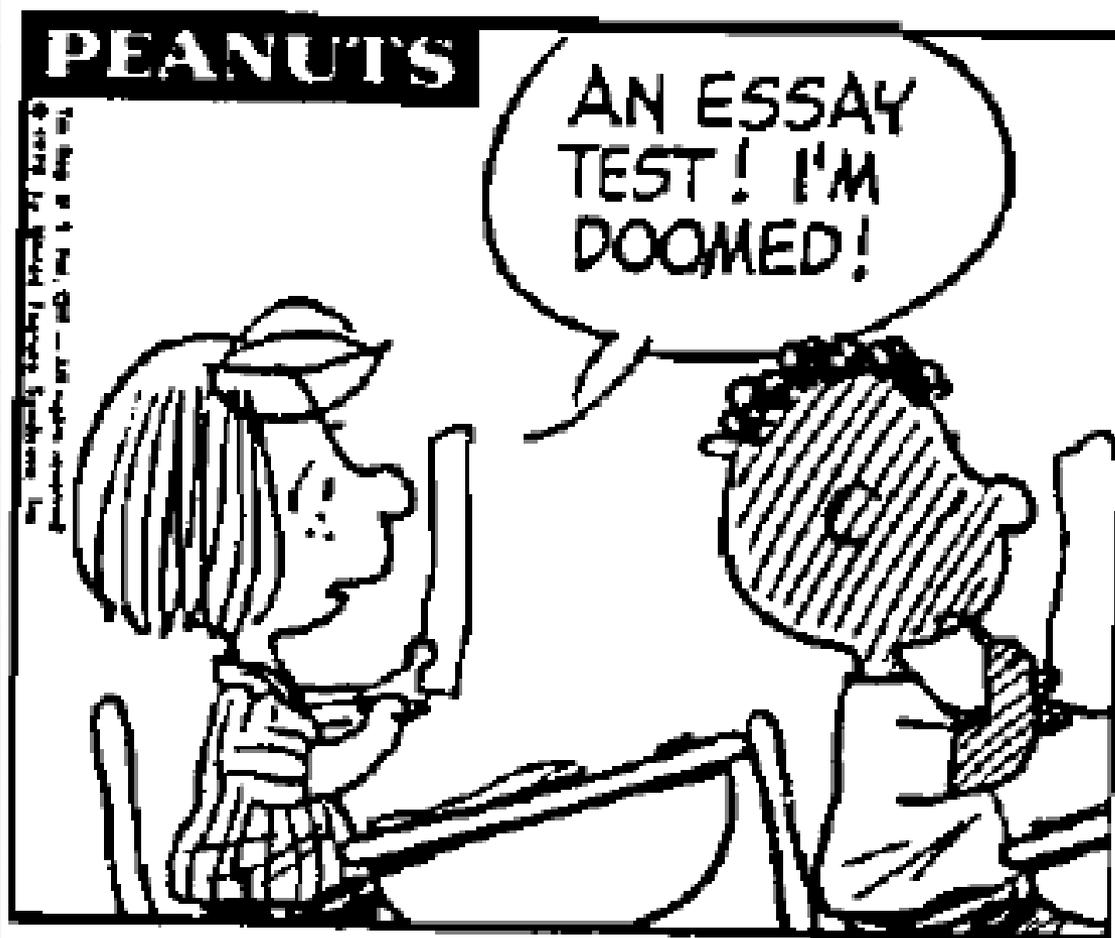
Formative Assessment for Student & Teachers  
FAST SCASS Member



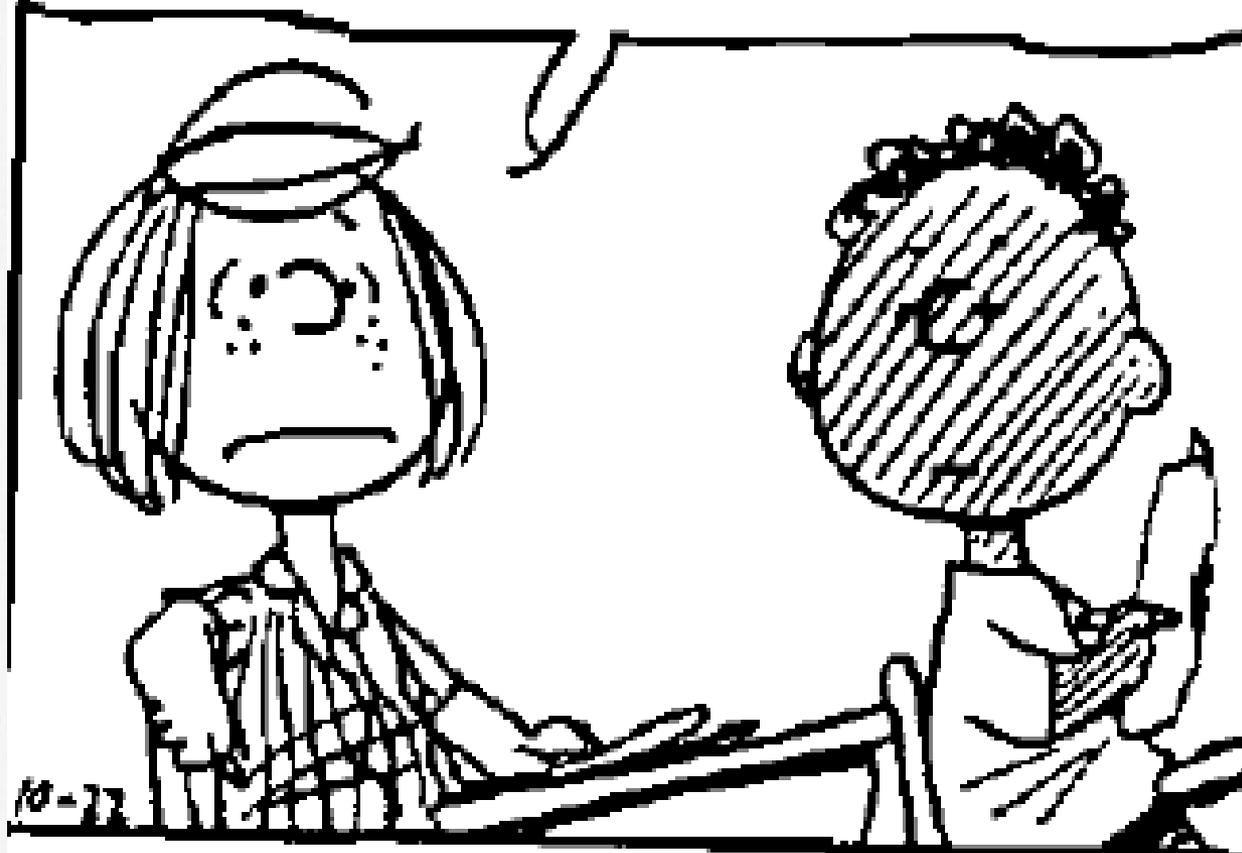
# PEANUTS

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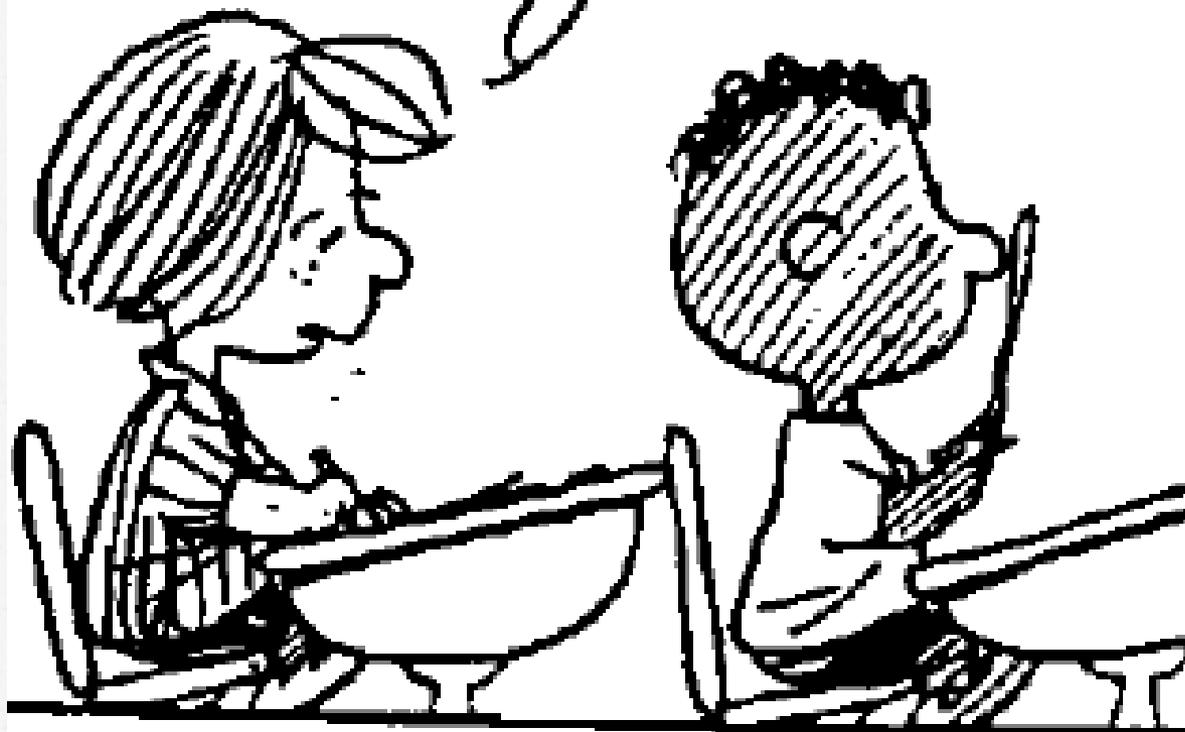
AN ESSAY  
TEST! I'M  
DOOMED!



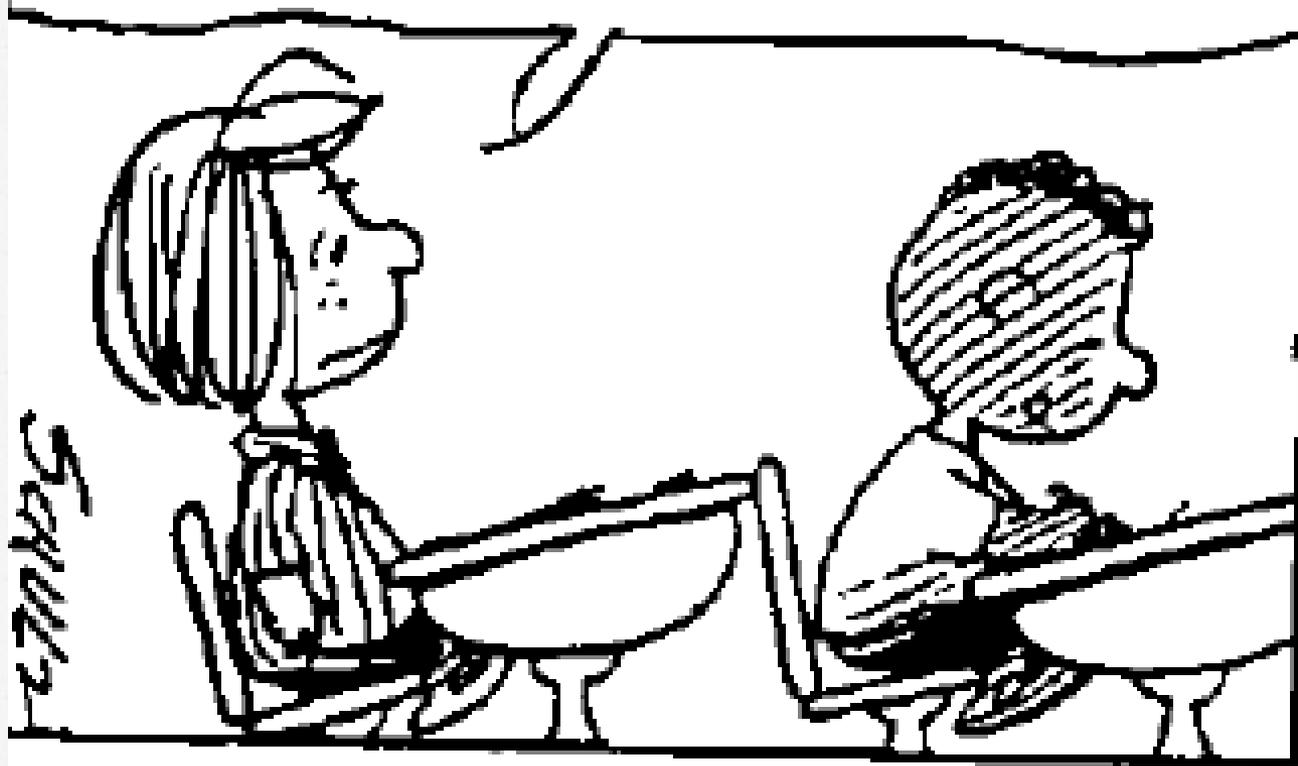
WHY COULDN'T SHE HAVE GIVEN  
US A MULTIPLE-CHOICE TEST?



OR A TRUE OR FALSE TEST ?



I HATE IT WHEN YOU HAVE  
TO KNOW WHAT YOU'RE  
WRITING ABOUT...





## Assessment and Accountability

- > Accountability
- > Adequate Yearly Progress
- > Annual Measurable Achievement Objectives (AMAO)
- > BAA Learning
- > BAA Secure Site
- > Education YES!
- > Educator Evaluations
- > English Language Proficiency Assessment (ELPA)
- > Evaluation and Strategic Research
- > Focus Schools
- > Formative Assessment Process
- > Interim Assessments
- > MI-Access
- > Michigan Educational Assessment Program (MEAP)

[print friendly](#)

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## Welcome to the Bureau of Assessment and Accountability (BAA)

[ACT Online Prep Order Form](#)

- [2013 EXPLORE/PLAN Pilot Announcement](#)
- [Checklist of Critical Dates for 2013 EXPLORE/PLAN Pilot](#)
- [EXPLORE/PLAN Test Material Ordering Instructions](#)
- [EXPLORE/PLAN Frequently Asked Questions](#)

### ASSESSMENTS

**ELPA** (English Language Proficiency Assessment) is for K-12 students eligible for English language learner (ELL) services.

**Interim Assessments** will be online pre/post assessments for specific K-8

### ACCOUNTABILITY

**AYP** (Adequate Yearly Progress) measures student achievement on statewide assessments as required by federal *No Child Left Behind Act* (NCLB)

**BAA Professional Learning** is the home

### MI Business One Stop

[Departments/Agencies](#)

[Online Services](#)

[Surveys](#)

### RSS Feeds

#### MDE Quick Links

- [Contact MDE](#)
- [Michigan eLibrary \(MeL\)](#)
- [Michigan Online Resources for Educators](#)
- [ISD Financial Reports](#)
- [Directory of Schools](#)
- [Notices & Public Comments](#)
- [No Child Left Behind](#)
- [Family FUNdamentals Pre K-3 Learning Activities](#)

### Superintendent's Podcast

[SBE Meeting Videos](#)



[Find us on Facebook](#)

[MI Education Fast Facts](#)



- > Accountability
- > Adequate Yearly Progress
- > Annual Measurable Achievement Objectives (AMAO)
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- > **Formative Assessment Process**
- > Interim Assessments
- > MI-Access
- > Michigan Educational Assessment Program (MEAP)
- > MEAP-Access
- > Michigan Merit Examination
- > Michigan School Report Card
- > National Assessment of Educational Progress
- > Priority Schools (PLA)
- > Reward Schools

## **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 Initiative Expectations](#) **PDF**
- [Facilitating Your FAME Learning Team](#) **PDF**
- [FAME 2012-13 Training Dates and Locations](#) **PDF**  
Revised August 2012

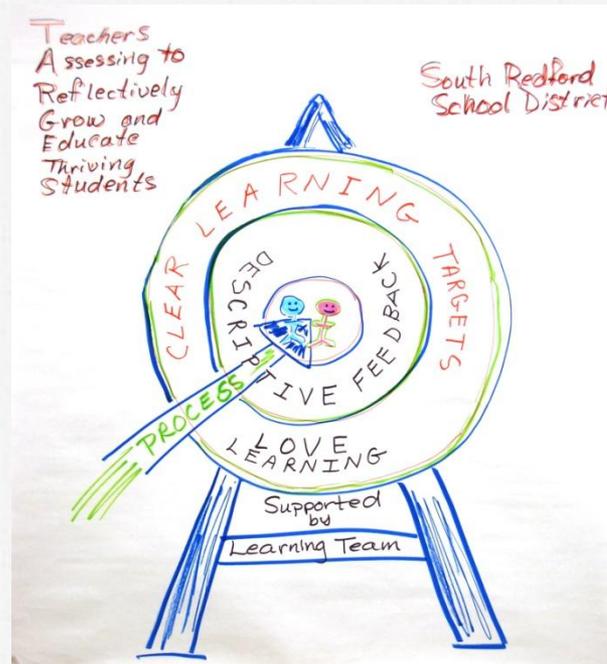
### FAME Project

- [Where's FAME in Michigan?](#) **PPT**  
For more information about the FAME project, please contact Dr. Erika Bolig, Education Assessment Specialist, MDE/BAA at 517.241.6397, email: [bolige@michigan.gov](mailto:bolige@michigan.gov) or Kimberly Young, Education Assessment Specialist, MDE/BAA at 517.373.0988, email [youngk1@michigan.gov](mailto:youngk1@michigan.gov).

### 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

# Lessons Learned: Research on FAME



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



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PARISI / 6-18

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**Professional Development:**  
Locally controlled, diverse learning teams focused on formative-assessment practices



Increased teacher knowledge, beliefs, attitudes, and skills in formative assessment



Change in practice, specifically incorporating more formative-assessment practices



Improved Student learning



**Local Context:** Learning team characteristics, local school and district characteristics, school leadership, policy environment

# Evidence

- o Perception (Survey data – Fall and Spring)
- o Video of launches
- o Video of learning teams
  - o 2010/11: 6 learning teams
  - o 2011/12: 6 learning teams (1 x 2<sup>nd</sup> year team)
  - o 2012/13: 7 learning teams (3<sup>rd</sup> year, 4 2<sup>nd</sup> year; 2 1<sup>st</sup> year)
- o Video of classrooms
  - o 2010/11: one learning team, 5 teachers
  - o 2011/12: All 6 learning teams, 2-5 teachers/team
  - o 2012/13: All 7 learning teams, 2-5 teachers/team

# Who are our LTMs and our LTs?

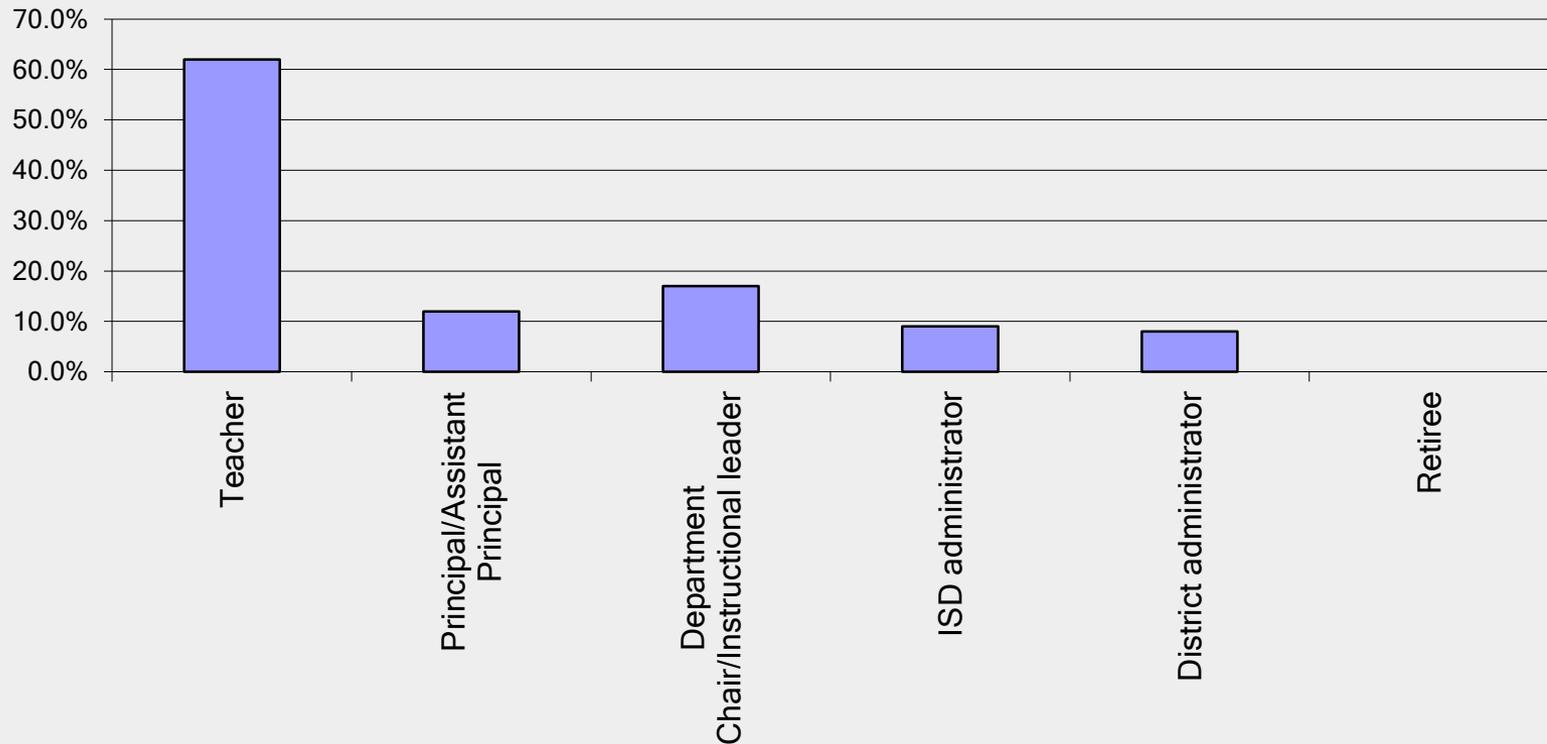
- o 93% teachers
- o 46% over 16 years experience; 43% 6-15 years experience
- o 75% same-school learning teams (22% same district; 2% different district)



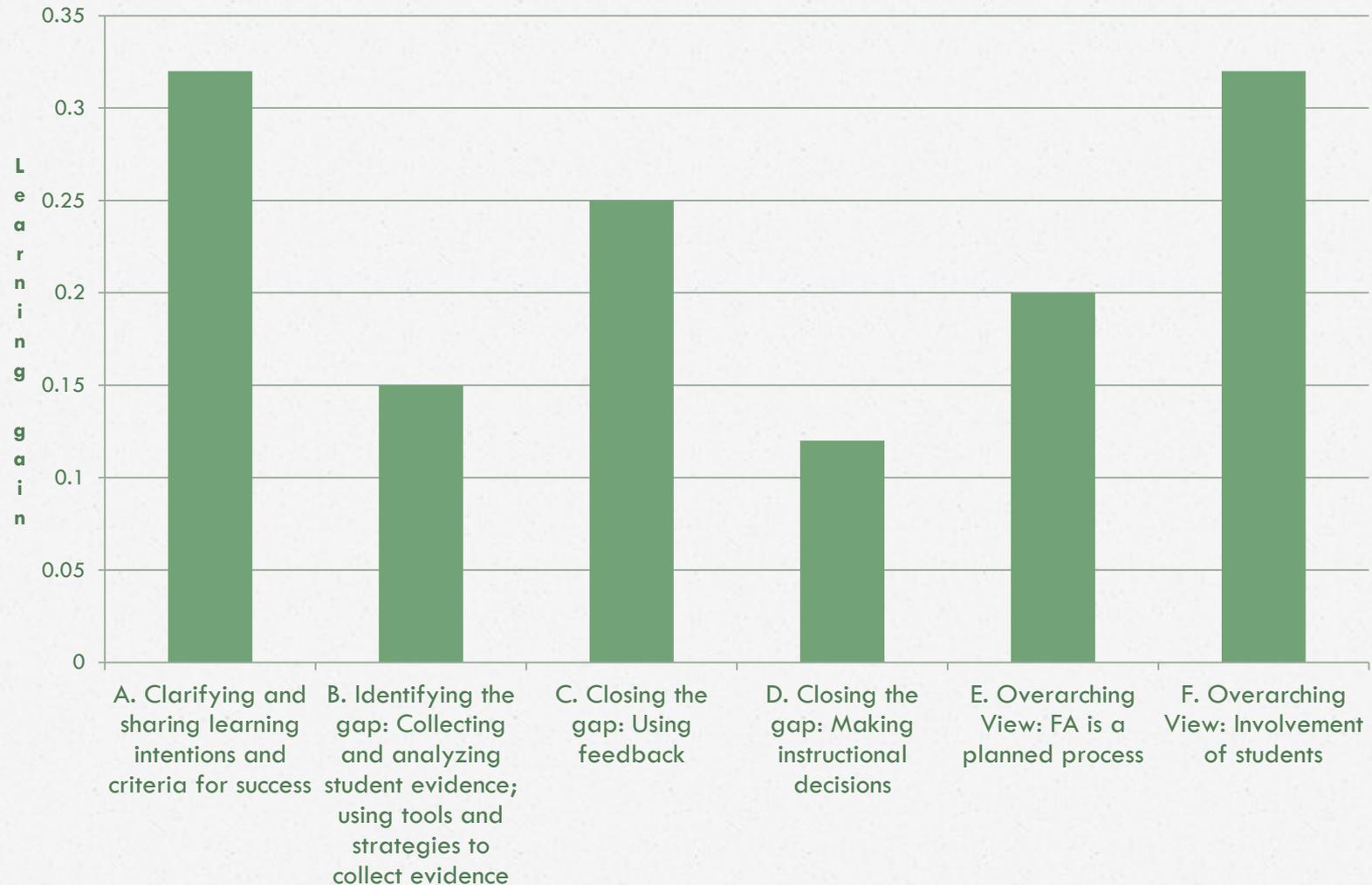
# Who are our Coaches?



What is your current position or role in the district? (Check all that apply)

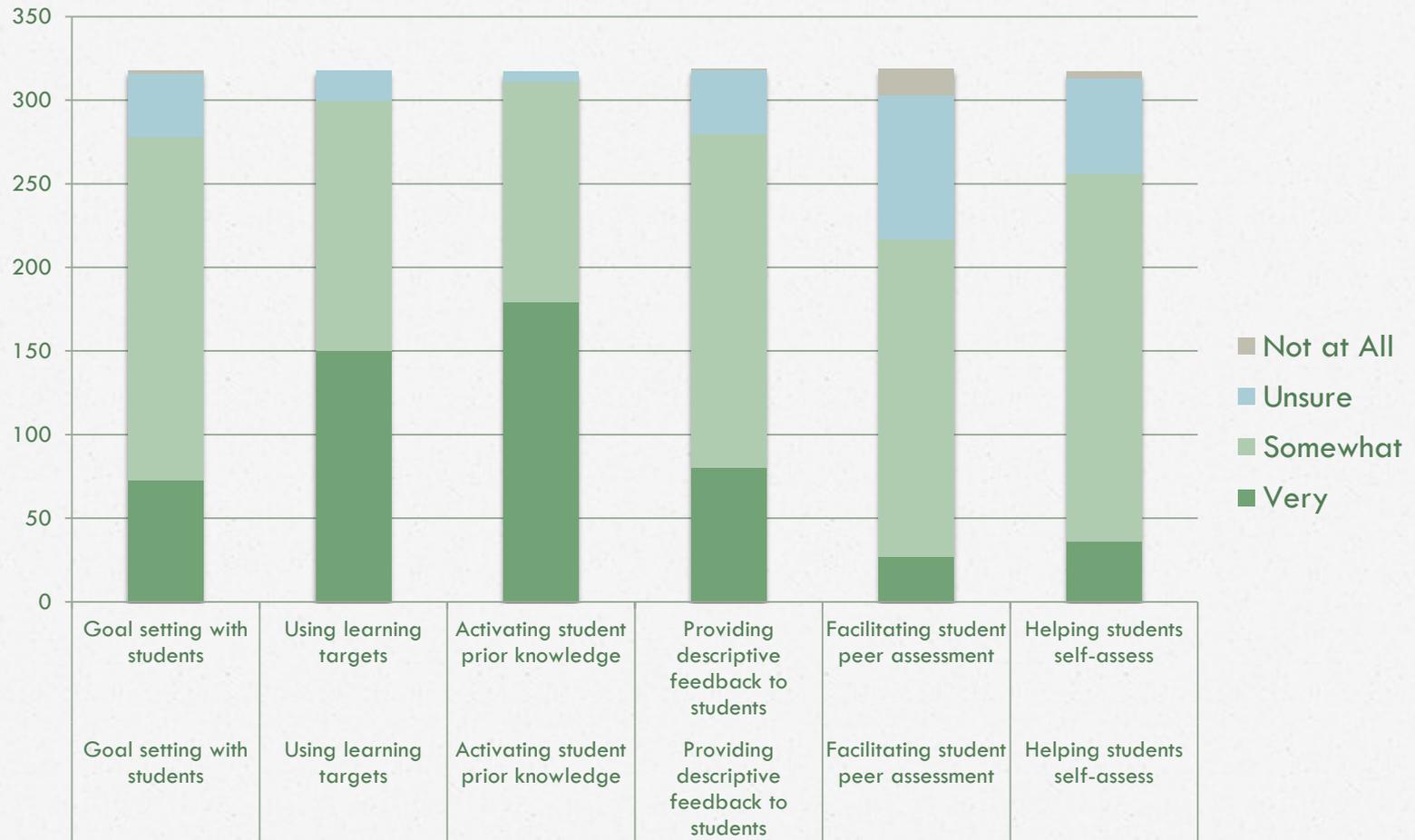


# Launch 2012 Learning



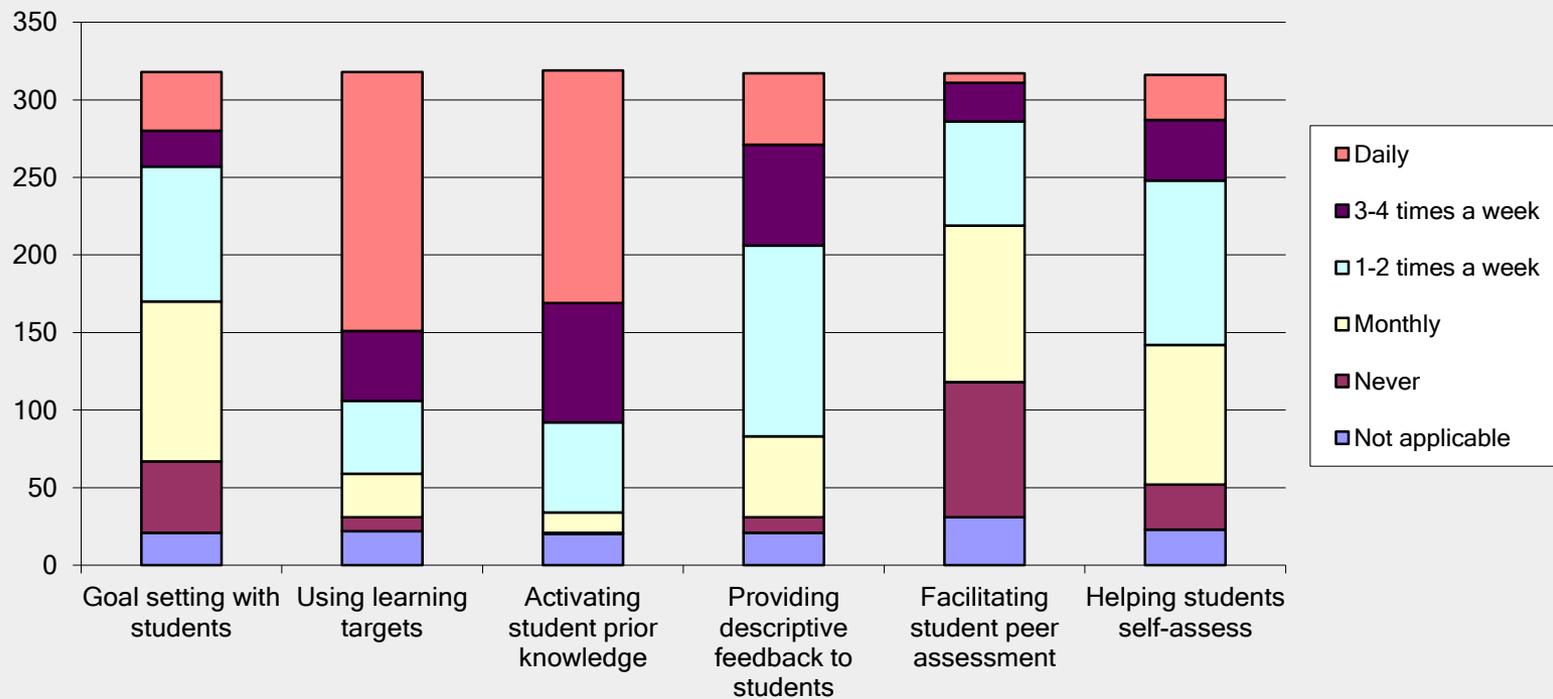
Overall learning gains = 1.36 ( $p < 0.05$ )

# LTM's Beginning of Year Knowledge of FA



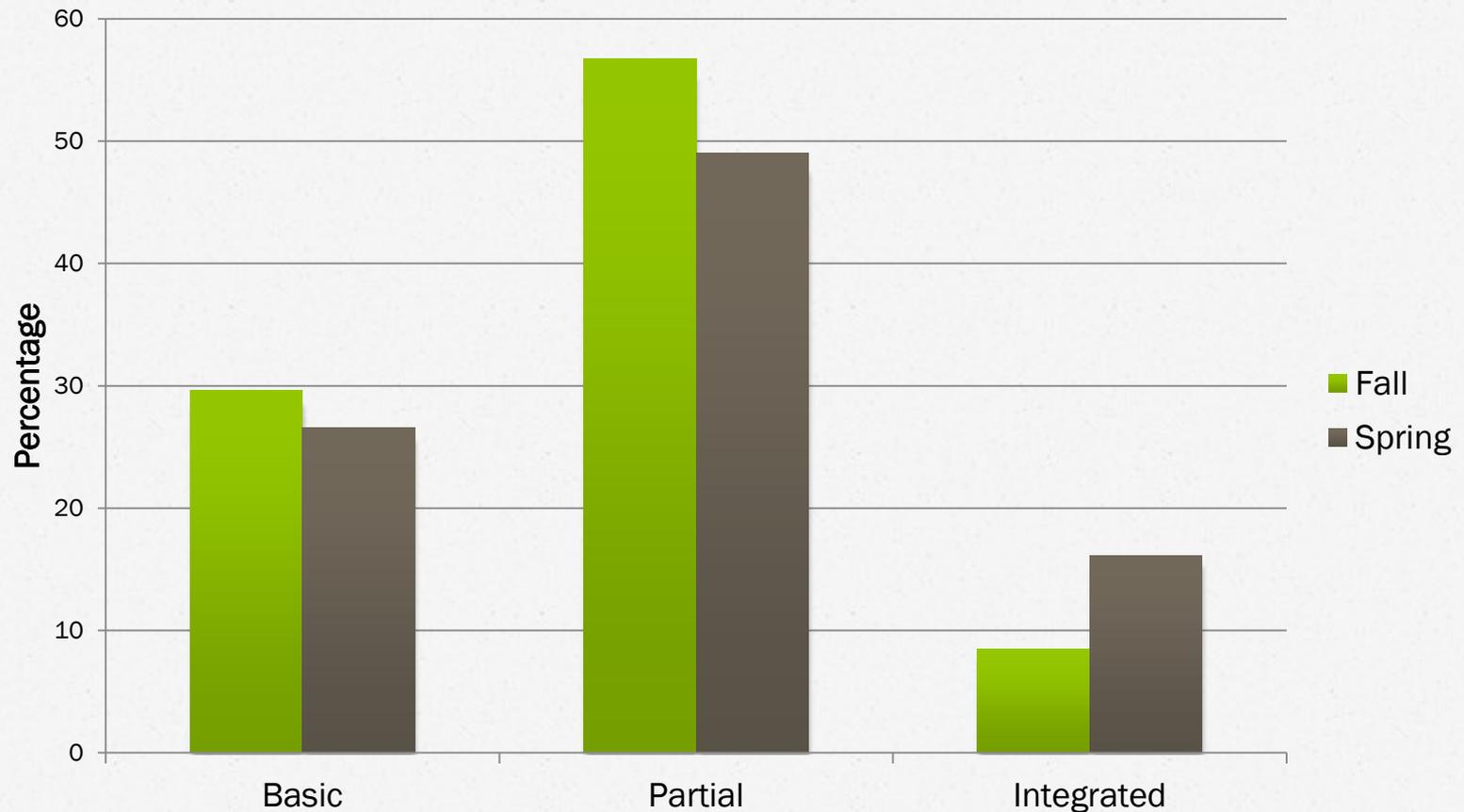
# LTM's' Use of FA strategies

How often do you currently use each the following strategies?



# Learning Gains 2011-12 (1<sup>st</sup> year teams)

## Formative Assessment Knowledge



Learning gains significant  $p < 0.05$

# Spring Response

- o [Formative assessment] is intended to give the students and teacher ongoing feedback throughout instruction. It allows for regular progress checks without necessarily stopping instruction to see where students are according to specific learning targets/goals. This allows for teachers to change/refine their instruction and for students to take charge of their own learning by knowing exactly where they are at any given moment with reference to the targets.

# Impact of FAME model on teachers

- o It's really great to have a think-tank of positive and motivated individuals to share positive examples with and to think through plans that didn't work as expected. It makes it easier to think about formative assessment specifically when we meet each month for that purpose.*
- o It is encouraging to meet with other teachers who are implementing formative assessments: we challenge each other to continue on the path we have chosen, there is an accountability to the group piece, as we share what we are doing the focus becomes clearer to the individual and the group, and we support each other in our research and practice.*



What questions might you have?



What questions might you have?

# Interested in 2013-14 FAME?



## Contact Information

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