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)
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
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.

Information on Michigan’s Assessments

- 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?
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 [PDF]
  Revised 3/5/14
- FAME Team Expectations [PDF]

FAME Project

- Abstract: MSU Research on 2013-14 FAME Project [PDF]
- Where's FAME in Michigan? [PDF]
  For more information about the FAME project, please contact Kimberly Young, Education Assessment Specialist, MDE/BA at 517.373.0988, email youngk1@michigan.gov.
- FAME Presentation "Got FAME? It Does Assessment Practice Good" given at MSTC 2.18.14 [PDF]
  This 2014 MSTC Session presentation describes 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 [PDF]
  At the June 2012 CCSSO National Conference on Student Assessment, the MSU research team and Dr. Ellen Vorenikamp, 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 [PDF]
  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 Gotvald, along with doctoral students Dante Cistera, Tara Kintz, and John Lane, provided data on the impact of teacher learning of the formative assessment
FAME Project By the Coach Numbers

<table>
<thead>
<tr>
<th>School Year</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13*</th>
<th>13-14</th>
<th>14-15</th>
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<td>Coaches</td>
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<td>63</td>
<td>32</td>
<td>61</td>
<td>61</td>
<td>64</td>
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<td>Yr 1</td>
<td>Yr 1</td>
<td>Yr 1</td>
<td>Yr 2+</td>
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</tbody>
</table>

*10 Regional Lead Team
FAME: Formative Assessment for Michigan Educators
Coaches and Teams

As of 2014-15
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
- 1\textsuperscript{st}-3\textsuperscript{rd} grade elementary building
- 4\textsuperscript{th}-7\textsuperscript{th} grade intermediate building
- 8\textsuperscript{th}-12\textsuperscript{th} 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
- Led 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
- # of standards to teach...
- etc.
How We’ve Changed  
(not over-night)

Determining our “Essentials”

<table>
<thead>
<tr>
<th>PS Element</th>
<th>Power Standard: Non-negotiable standards (big ideas) that are essential for <em>every</em> student to learn.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will support a sound argument on important issues/topics using evidence from various sources (using one or more sources) (verbally and/or written).</td>
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<tr>
<td>2</td>
<td>Students will make inferences and draw conclusions using evidence from various sources (verbally and/or written).</td>
</tr>
<tr>
<td>3</td>
<td>Students will analyze conflicting arguments/viewpoints on issues/topics using evidence from various sources (using one or more sources) (verbally and/or written).</td>
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<tr>
<td>4</td>
<td>Students will develop viable solutions to complex problems with no obvious answers using rationale (verbally and/or written).</td>
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<tr>
<td>5</td>
<td>Students will speak and write clearly and concisely using correct grammar and mechanics.</td>
</tr>
<tr>
<td>6</td>
<td>Students will use and improve life-long reading skills (i.e. vocabulary and fluency).</td>
</tr>
</tbody>
</table>
How We’ve Changed  
(not over-night)

**Determining IOs and Learning Targets**

| PS Element | IO Number | Instructional Objective/Learning Targets:  
<table>
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<tbody>
<tr>
<td></td>
<td></td>
<td>(Big ideas the student must know and/or be able to do)</td>
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<tr>
<td></td>
<td></td>
<td>Students will develop life-long reading skills.</td>
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<tr>
<td></td>
<td></td>
<td>- I can choose an appropriate book.</td>
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<td></td>
<td></td>
<td>- I can read for pleasure and/or knowledge, both independently and proficiently.</td>
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<tr>
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<td></td>
<td>- I can be a contributing member of a classroom community (discussing books and recommending books to others).</td>
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<td></td>
<td></td>
<td>- I can make plans as a reader. (future books to read, etc…)</td>
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<td>- I can identify favorite authors/series/genres and explain why.</td>
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<td></td>
<td></td>
<td>- I can identify the characteristics of eleven genres. (poetry, traditional literature, fantasy, science fiction, realistic fiction, historical fiction, nonfiction, biography, autobiography, memoir, graphic novels)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- I can identify the genre of a text. (poetry, traditional literature, fantasy, science fiction, realistic fiction, historical fiction, nonfiction, biography, autobiography, memoir, graphic novels)</td>
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<td></td>
<td>- I can use visible close reading strategies (ie. I can annotate: questions, summaries, connections, reactions, definitions.; umbrella, KWLH, graphic organizer, etc.)</td>
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<td></td>
<td>- I can state the main idea(s) of a text.</td>
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<td></td>
<td>- I can explain how the main idea(s) is supported by key details.</td>
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<td>- I can write/ask questions relevant to a text.</td>
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</tbody>
</table>
How We’ve Changed
(not over-night)

Posting Learning Targets

I CAN

Today we will work with money and decimals.

So we can...

We will know we have it when we...
I can divide a decimal by a decimal (up to the hundredths place)

I can subtract decimals to the thousandths place

I can add decimals to the thousandths place

I can add an integer and a decimal

I can subtract an integer and 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 correctly use and spell the homophones: their, they’re, there.
- I can paraphrase information from a text.
- I can write a clear introduction.
- I can paraphrase information presented in diverse media.
- I can develop the topic based on relevant factual evidence.
- I can compare and contrast multiple points of view of the same event or topic.
- I can reference my source when inserting relevant evidence.
**GROUP 1**
I can read and write words with the vowel teams for /ɒ/. beat, snow, tee

**GROUP 2**
I can read and write words with the bossy r /ɜː/. her, bird, fire, dollar, doctor. Every vowel in front of the r can say a

**GROUP 3**
I can decode multisyllabic words.
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.
- read words with pattern *ou, ow, oi, oy*.
- read fluently.

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

**Math**
- I can describe the author’s purpose for including headings in a text.

**So I Can**

**The Unit**

**Writing**
- write a narrative to share thoughts and ideas.
- read 2nd grade words.
- read 2nd grade text.

**Reading**
- subtract two-digit numbers with and without regrouping.

**Math**
- identify and use text features.
How We’ve Changed
(not over-night)

Grade Books

<table>
<thead>
<tr>
<th>Date</th>
<th>I can elaborate...</th>
<th>Define substan...</th>
<th>I can use transi...</th>
<th>I can define fea...</th>
<th>I can write a s.e.</th>
<th>Paragraph Unit...</th>
<th>Rewards Vocab...</th>
<th>I can annotate...</th>
<th>Kool Toonz - No...</th>
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<tbody>
<tr>
<td>11/13/2014</td>
<td>73</td>
<td>100</td>
<td>96</td>
<td>100</td>
<td>93</td>
<td>100</td>
<td>99</td>
<td>80</td>
<td>86</td>
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<td>11/14/2014</td>
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<td>80</td>
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<td>95</td>
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</table>
How We’ve Changed  
(not over-night)  

Kindergarten Report Cards

Nellie Reed Report Card Attachment

Student: Kindergarten Student 2  
Teacher: Mrs. Teacher

Reading

Instructional objective: Students will develop foundational reading skills

<table>
<thead>
<tr>
<th>Skill assessed (What has been mastered?)</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can read from left to right</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>I can read from top to bottom</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>I can identify the front cover of a book</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>I can identify the back cover of a book</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>I can identify the title page of a book</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>I can say what an author does</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>I can say what an illustrator does</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>I can recognize uppercase letters</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>I can name uppercase letters</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>I can recognize lowercase letters</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>I can name lowercase letters</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>I can say the sound for each letter</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>I can read 20 or more common high-frequency words</td>
<td></td>
<td>x</td>
<td>Kindergarten Student recognizes 4 out of the 20 that are expected. The number of expected sight words will increase for next marking period too.</td>
</tr>
<tr>
<td>I can say the initial (first) sound in a CVC word (consonant-vowel)</td>
<td></td>
<td>x</td>
<td></td>
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</tbody>
</table>
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 instructions... 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 we 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 the students aren't proficient because I know those skills are essential.”

- Katie Stoddard
- 6th grade ELA teacher
“I feel that FAME has not only reinforced my teaching style, but has also encouraged me to raise my expectations of each and every one of my students through their individual learning styles.”

- Shari Judd
- Pre-1st 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
Interested in 2015-16 FAME?

- Name
- Professional Role
- District Name
- Email
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