Presenters

- Dr. Amelia Wenk Gotwals, Assistant Professor
  Michigan State University

- Kimberly Young, Assessment Consultant
  Bureau of Assessment & Accountability
Session Targets

- How does MI define the formative assessment process
- Provide a description of the current project professional development model
- Related research efforts to guide implementation
- 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:

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

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

Planning

Learning Target Use

ANALYSIS

Student Evidence

Instructional Decisions

Modes of Assessment

Formative Strategies

Formative Feedback

Formative Tools

Student Motivation & Learning

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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

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

- Activating Prior Knowledge
- Self-Assessment
- Feedback Use
- Peer Assessment
- Goal Setting
Training Resources

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

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*5 Returning FAME Leads and 5 New FAME Leads
Where are we?
FAME Leadership Program

- 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 Sailers – Spring Arbor University
  - Laurie Smith – Ottawa Area ISD
FAME Leadership Program
Learning Objectives

- Understand & conceptualize the components of the FAME project
- Conduct the one-day launch
- Understand the theory and research behind formative assessment (readings, project)
- Reflect on knowledge with peers and specialist
- 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
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...
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
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 Bolige, Education Assessment Specialist, MDE/BAA at 517.241.6397, email: bolige@michigan.gov or Kimberly Young, Education Assessment Specialist, MDE/BAA at 517.373.0988, email: 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...
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

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

- 93% teachers
- 46% over 16 years experience; 43% 6-15 years experience
- 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)

- Teacher: 60.0%
- Principal/Assistant Principal: 10.0%
- Department Chair/Instructional leader: 20.0%
- ISD administrator: 30.0%
- District administrator: 40.0%
- Retiree: 50.0%
Launch 2012 Learning

A. Clarifying and sharing learning intentions and criteria for success
B. Identifying the gap: Collecting and analyzing student evidence; using tools and strategies to collect evidence
C. Closing the gap: Using feedback
D. Closing the gap: Making instructional decisions
E. Overarching View: FA is a planned process
F. Overarching View: Involvement of students

Overall learning gains = 1.36 (p<0.05)
**LTM's Beginning of Year Knowledge of FA**

- Goal setting with students
- Using learning targets
- Activating student prior knowledge
- Providing descriptive feedback to students
- Facilitating student peer assessment
- Helping students self-assess

The chart shows the level of knowledge of LTM's regarding the above activities, with categories ranging from 'Not at All' to 'Very'.
LTM's Use of FA strategies

How often do you currently use each the following strategies?

- Goal setting with students
- Using learning targets
- Activating student prior knowledge
- Providing descriptive feedback to students
- Facilitating student peer assessment
- Helping students self-assess

Options:
- Daily
- 3-4 times a week
- 1-2 times a week
- Monthly
- Never
- Not applicable
Learning Gains 2011-12 (1st year teams)

Formative Assessment Knowledge

Learning gains significant p<0.05
Spring Response

[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

- 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.

- 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?

- Name
- Professional Role
- District Name
- Email
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