

Assessment Learning Network 2022-2023

Meeting #3
March 9, 2023



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Planning, Practice, and Reflection:
Exploring the Cycle that Promotes Effective
Use of the Formative Assessment Process



Norms for ALN Meetings

1 Mute your audio if you are not a presenter or speaking to the whole group

2 Use the chat feature to post thoughts, ask questions, and provide feedback

3 Be an active participant

4 Be respectful

5 Please know that this is being recorded, including all chat activity



This Afternoon's Agenda

- Welcome, Overview, and Introductions
- Getting Ready for This Afternoon's Topic
 - Activator
- Featured Presentation
 - Planning, Practice, and Reflection: Exploring the Cycle that Promotes Effective Use of the Formative Assessment Process
- Break
- Continued Presentation and Practitioner Perspectives
- ALN Resources and Future ALN Meeting Dates
- Adjourn



Welcome to Meeting #5

Kathy Dewsbury-White:
CEO - Michigan Assessment Consortium



Who is with us this afternoon?



Please place your name, affiliation, and what you do in the chat.



The Assessment Learning Network

1 A professional learning community focused on improving assessment in public education

2 A vehicle to promote the MAC's Assessment Literacy Standards throughout Michigan

3 A conduit between the MAC, the MDE and Michigan's professional educational organizations

4 Works collaboratively to improve the assessment literacy of all of Michigan's public educators

5 A good example of a public-private partnership



A New Structure for the ALN

1

PARTICIPATE

To participate in the ALN professional community, simply register for any ALN event posted to the ALN Calendar on the Michigan Assessment Consortium (MAC) website. The registration fees (discounted for MAC members) cover lunch (live events only), networking during the event, and ongoing access to all session materials and video. Registration fees are kept affordable by subsidies from the MAC and Michigan Department of Education

2

AFFILIATE

- ALN invites individuals and organizations to Affiliate with the ALN by committing to all the following **responsibilities**:
- Pre-register for and attend all ALN events
- Participate in ALN event facilitated dialogue and activities
- Review Michigan's Assessment Literacy Standards and all available ALN resources
- Attend orientation and periodic networking engagements
- Synthesize and share ALN information and resources with your colleagues or members/constituents of a sponsoring organization (if applicable)



Why Affiliate?

In return, the MAC **supports** ALN Affiliates in their efforts to share assessment literacy learning with colleagues/members/constituents through a variety of optional benefits, including:

- Orientation engagement and periodic networking opportunities
- Communications tools
- Customized consultation
- MAC individual membership (one-year)
- Recognition on the ALN website and selected printed publications

Our Featured Presentation:

Planning, Practice, and Reflection:
Exploring the Cycle that Promotes Effective Use of the
Formative Assessment Process





Today's Presenters

MARGARET HERITAGE
Heritage Consulting

Tara Kintz
Michigan Assessment Consortium

Annlyn McKenzie
Curriculum Coordinator, Career Tech Center

Hilary Johannes
Hamilton High School Teacher, AZ

Gabriela Cardenas
Para Los Niños Charter School Teacher, CA

Mayra Carrasco
Para Los Niños Charter School Teacher, CA



Getting Ready for Our Presentation

Activator



Our Opening Activity

What do all the people in the following images have in common?



A



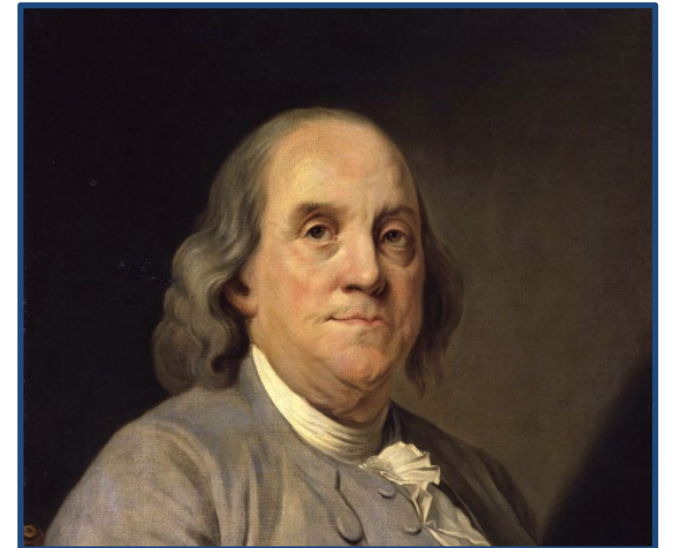
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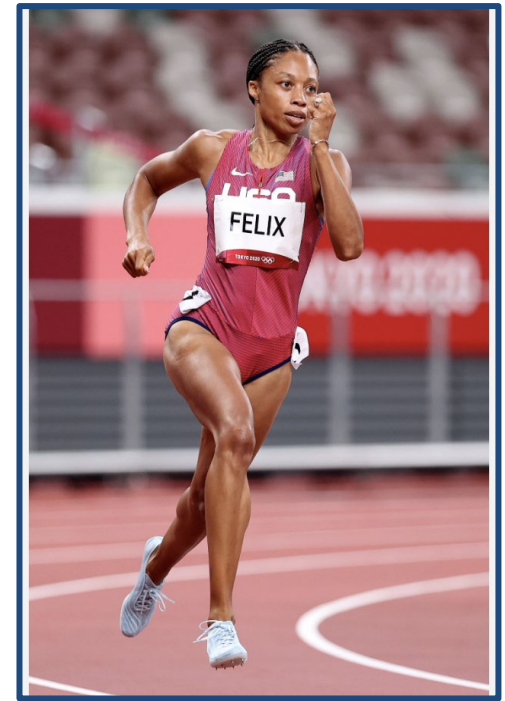
C



E



D





Deliberate Practice

Experts are always made, not born.

The amount and quality of practice are key factors in the level of expertise people achieve.

(Ericsson et al., 1993)



Your Own Deliberate Practice

Think of a skill that you have developed through deliberate practice.

Share in the chat box:

- What was a key factor that contributed to your success?

Planning, Practice, & Reflection



Outcomes- Participants will deepen their understanding of:

- Effective implementation of the formative assessment process look like in the classroom;
- The cyclical relationship of planning, practice, and reflection promote the effective implementation of the formative assessment process; and
- Disciplinary specific classroom examples of the practical implementation of ambitious teaching and the formative assessment process.



Overview

Ambitious instruction and the formative assessment process



Developing self-directed learners requires Ambitious Teaching and Learning

“Beyond the straightforward transfer of facts and skills, ambitious instruction has teachers and students making meaning of rich academic content, engaging authentic practical and intellectual puzzles, and creating new knowledge and capabilities in themselves and others. Globally, ambitious instruction sits at the very center of ...schools and systems pressed to engage students in "deeper learning" and the development of "21st-century skills.”

<https://www.online.umich.edu/courses/leading-ambitious-teaching-and-learning/>



Ambitious Teaching and Learning:

Students:

- Thinking critically, asking questions, apprenticing to the discipline
- Engaging in discourse respectfully, with the teacher and one another
- Drawing from their funds of knowledge to make sense of content
- Thinking metacognitively around co-developed success criteria
- Developing self-regulated learning processes
- Learning from each other
- Providing feedback to self and peers based on learning goals and success criteria

Teachers:

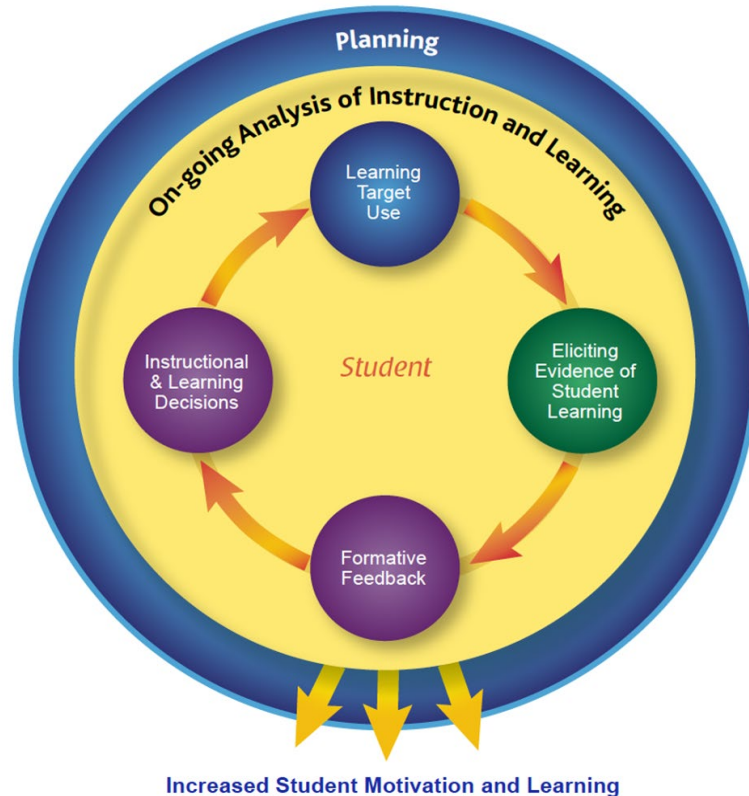
- Planning engaging lessons around powerful disciplinary ideas and practices
- Leveraging students' funds of knowledge to make sense of content
- Presenting powerful questions and problems that require discourse and deep thinking
- Creating shared understanding of learning goals/targets and success criteria
- Modeling of and creating opportunities for peer feedback and self-reflection
- Creating a safe culture of dialogic thinking and self-reflection

Formative assessment as an instance of ambitious instruction

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?



Where are we (student and teacher) going?

- Planning
- Learning Target Use

What does the student understand know?

- Eliciting Evidence of Student Learning

How do we (student and teacher) get to the learning target?

- Formative Feedback
- Instructional and Learning Decisions

Student thinking is at the center of the formative assessment process.



What does ambitious teaching and formative assessment look like in the classroom?



This video was removed from the PDF, but you can watch it in the full presentation video posted at <https://www.michiganassessmentconsortium.org/event/planning-practice-and-reflection/>



Video debrief in breakout room

What did you notice?

Observations about the students?

- Thinking metacognitively
- Engaging in discourse
- Learning from each other
- Providing feedback
- Drawing on funds of knowledge

Observations about the teacher?

- Planning lessons around engaging disciplinary ideas
- Presenting powerful questions
- Creating a safe culture of dialogic thinking and self-reflection

Share out

What were key highlights from your observations?

Example from CTC

Annlyn McKenzie



What does ambitious instruction and formative assessment look like in the classroom?

What is Chili?



Class Discussions

Where does chili originate?

Can chili be considered chili without containing beans?

Are there regional differences with chili?

Does chili have to be spicy?



How will my chili stand out?

How can being a student give us an advantage?

Who is our audience?

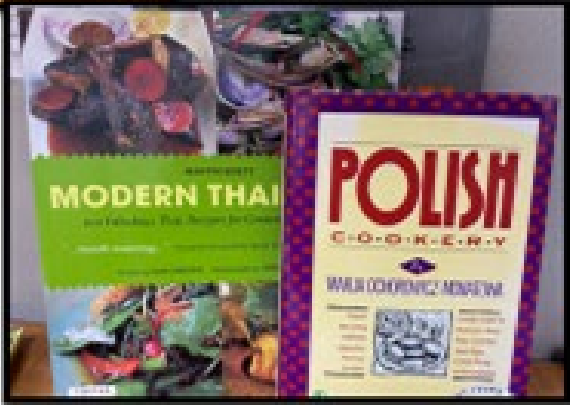
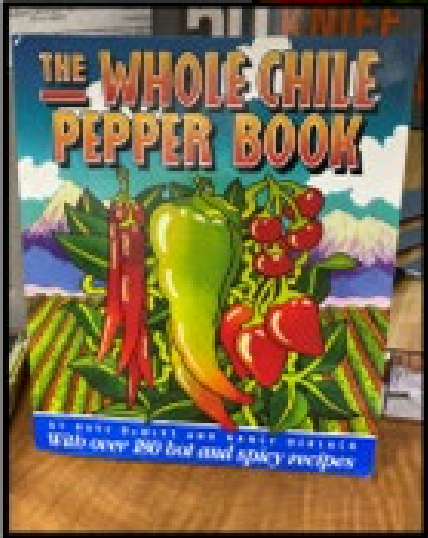
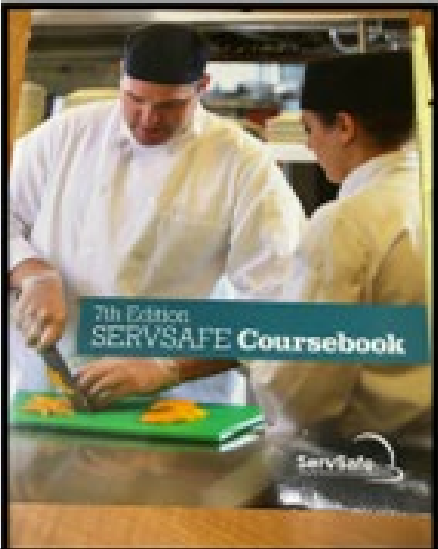
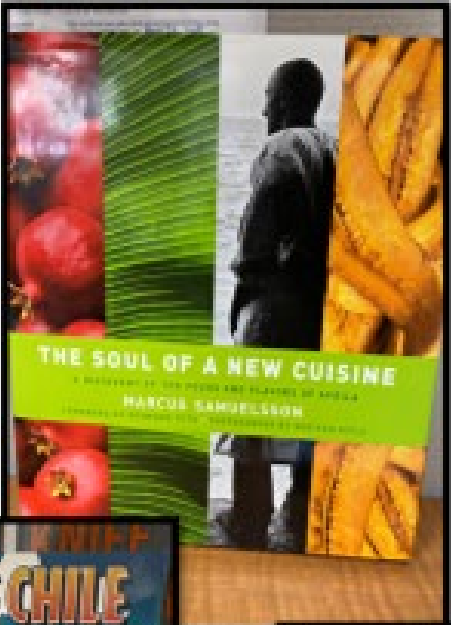
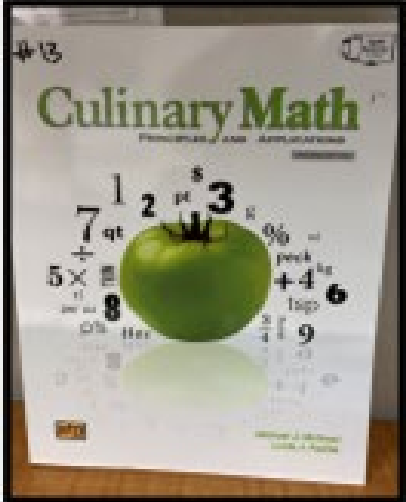
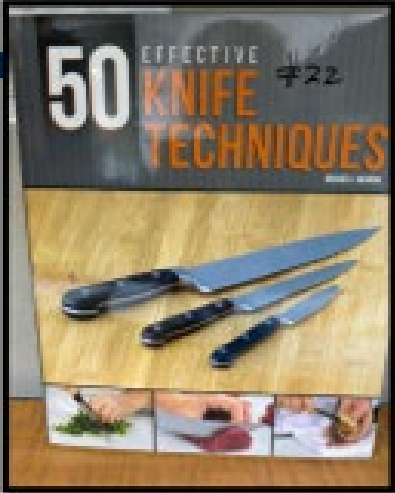
Source: Elissa Penczar/Rhonda Derks, The Career Tech Center of Muskegon

Teacher Helped Shape Guiding Questions for Investigation

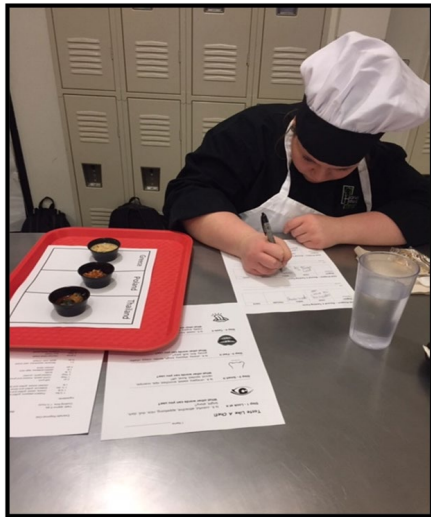
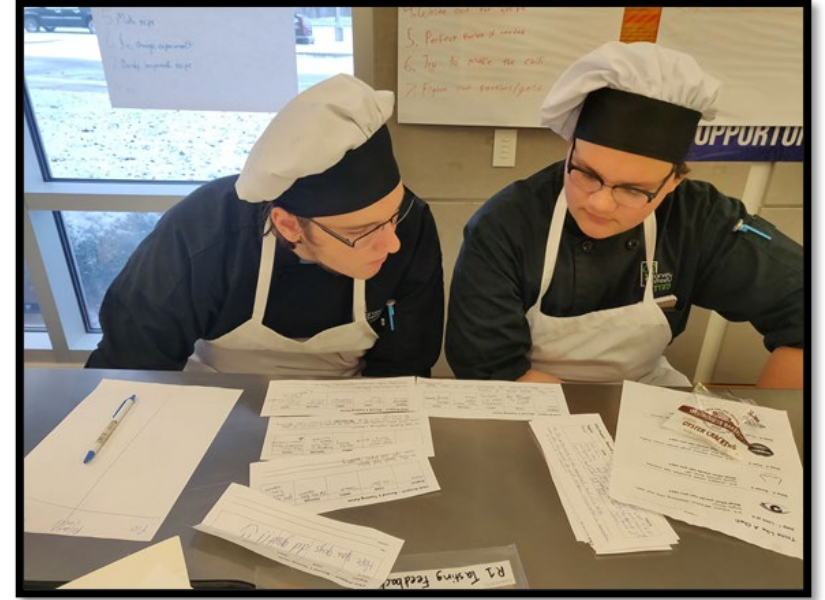
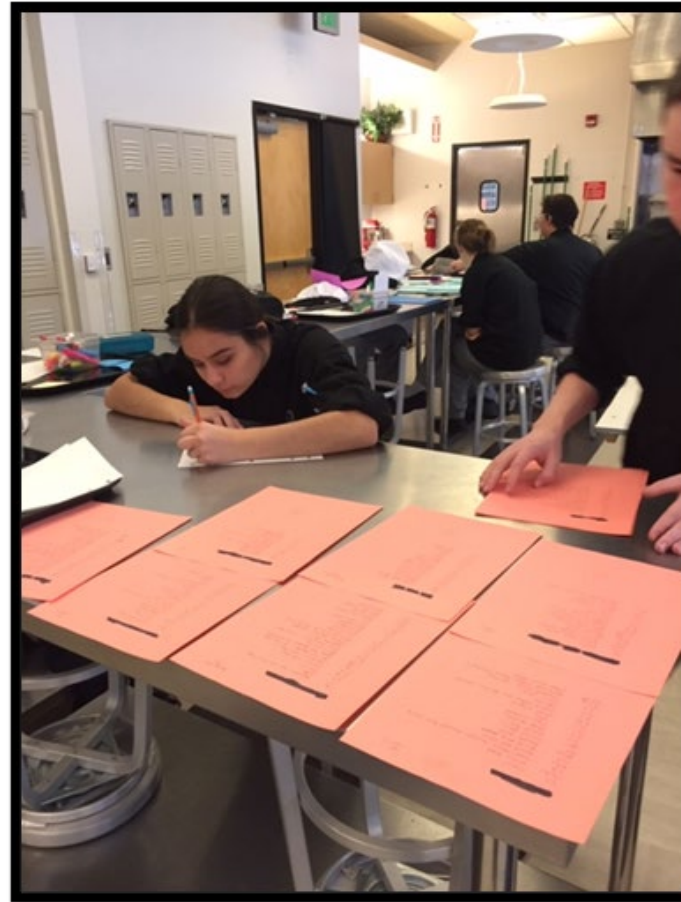


- What is the history and origin of the dish?
- How does chili differ by region?
- What characteristics of the region are significant?
- What are the key ingredients
- Are there unique cooking methods?
- What patterns of ingredients are emerging with the different recipes?
- How do I ensure food safety?

Sources for Investigation



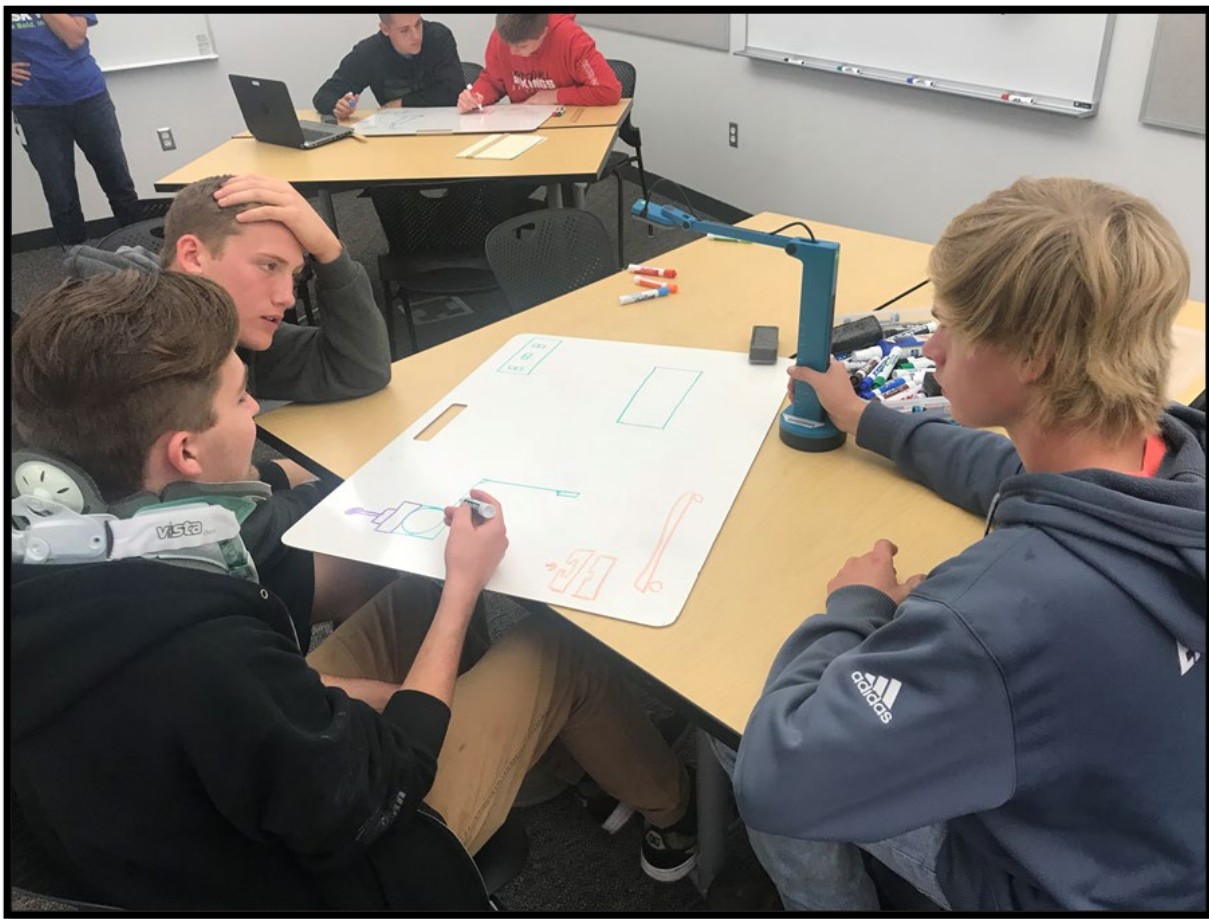
Recipe Creation Process



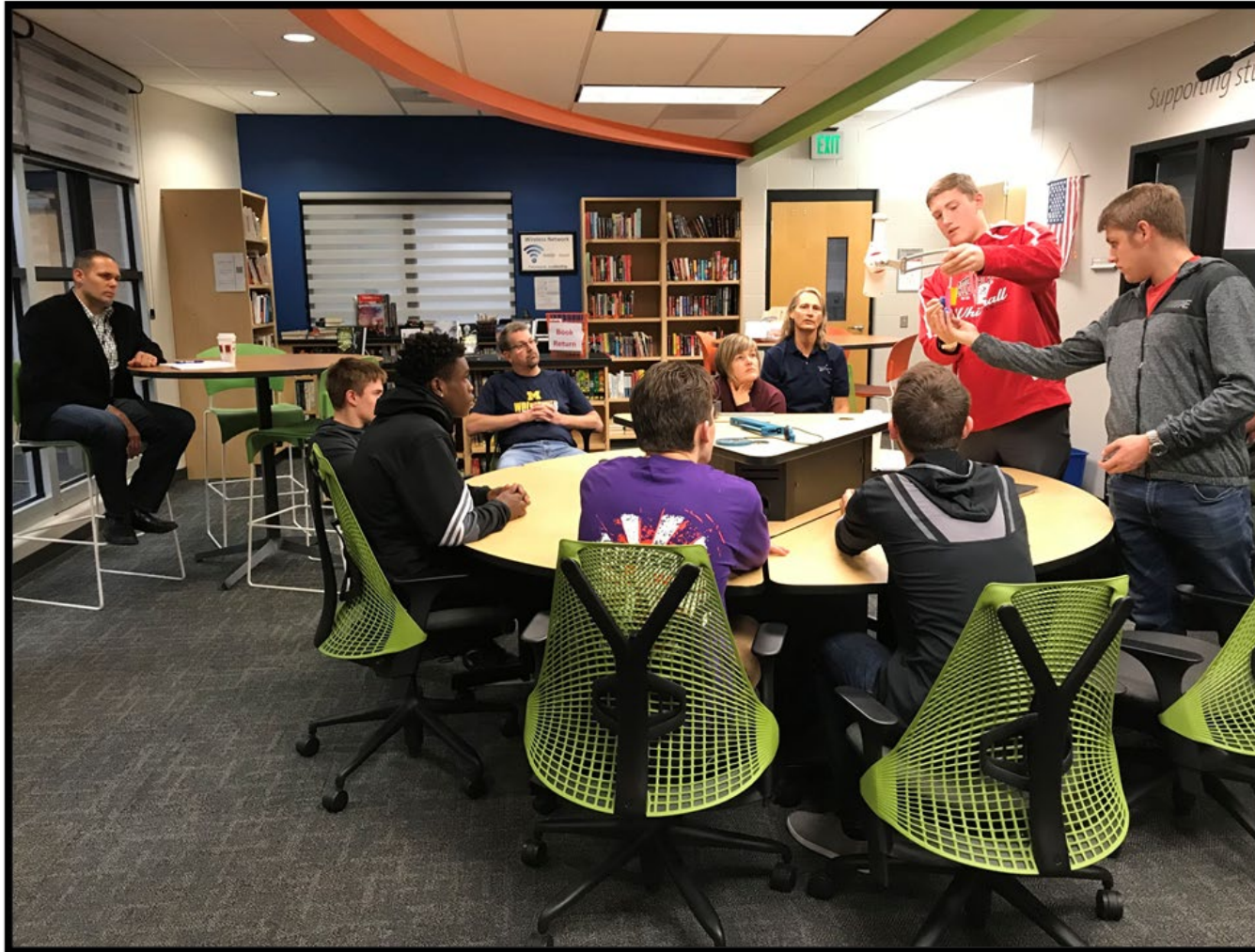
Obtaining Evidence



Student Discussion/Evidence



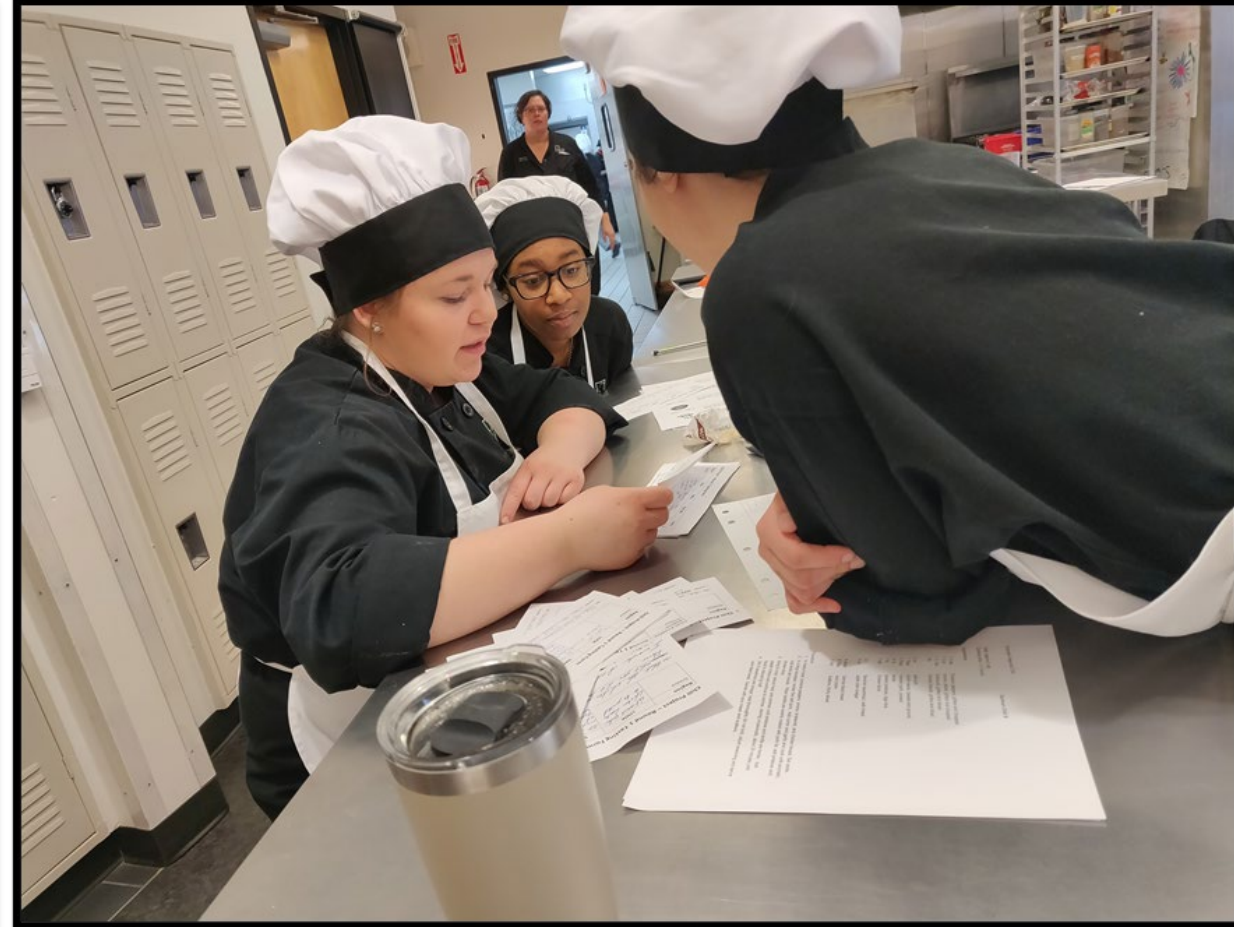
Sharing Strategies/Evidence



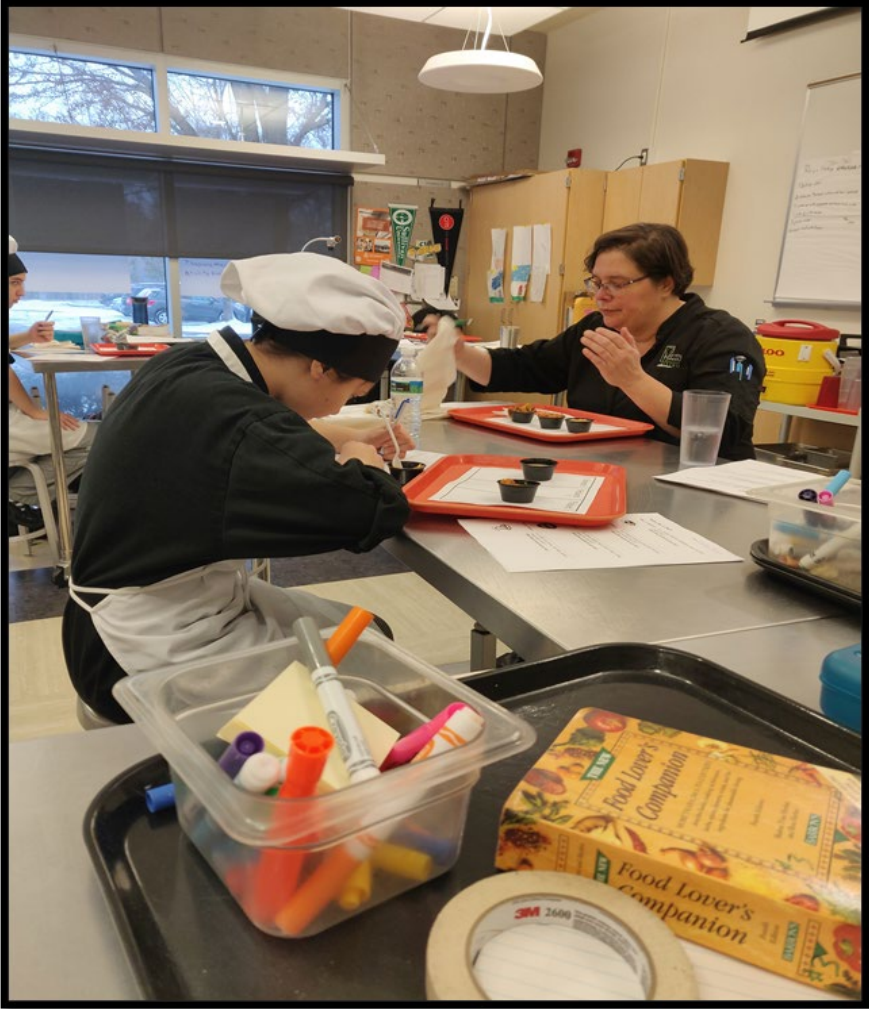
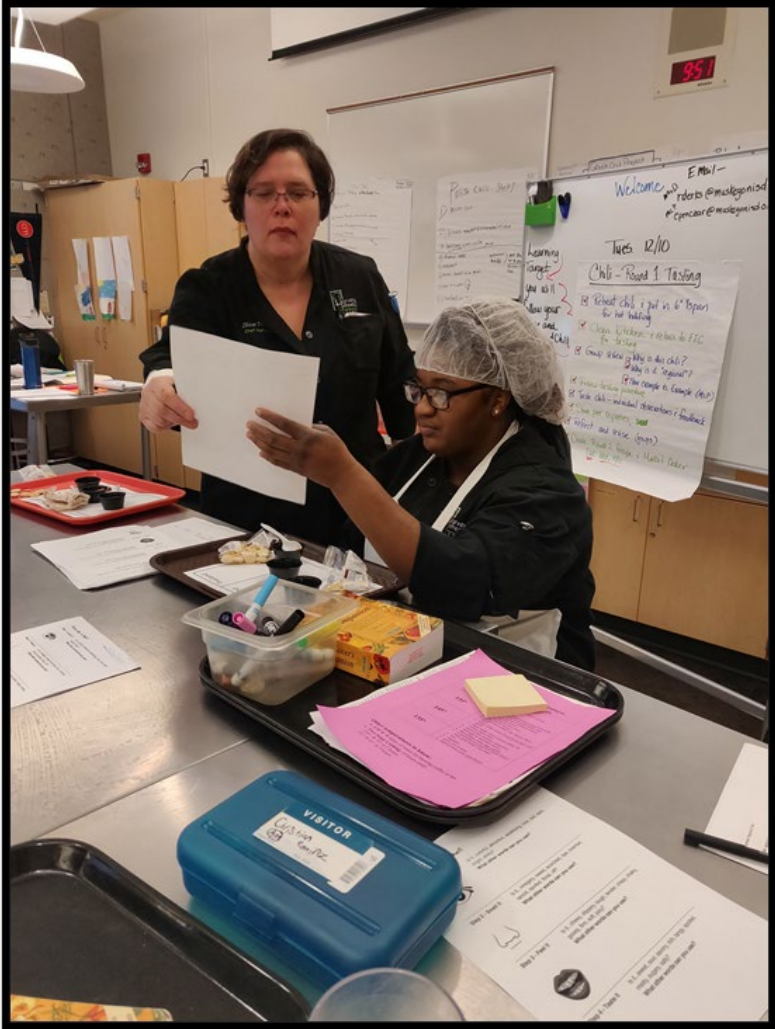
Requesting and Providing Feedback



Providing Peer Feedback



Conference with Teacher after Peer Discussion





Connections and Key Ideas

- What connections are you making to your own context?
- Please write a key takeaway in the chat box.



Teachers plan for the formative assessment process.



What does ambitious teaching and formative assessment look like in the classroom?

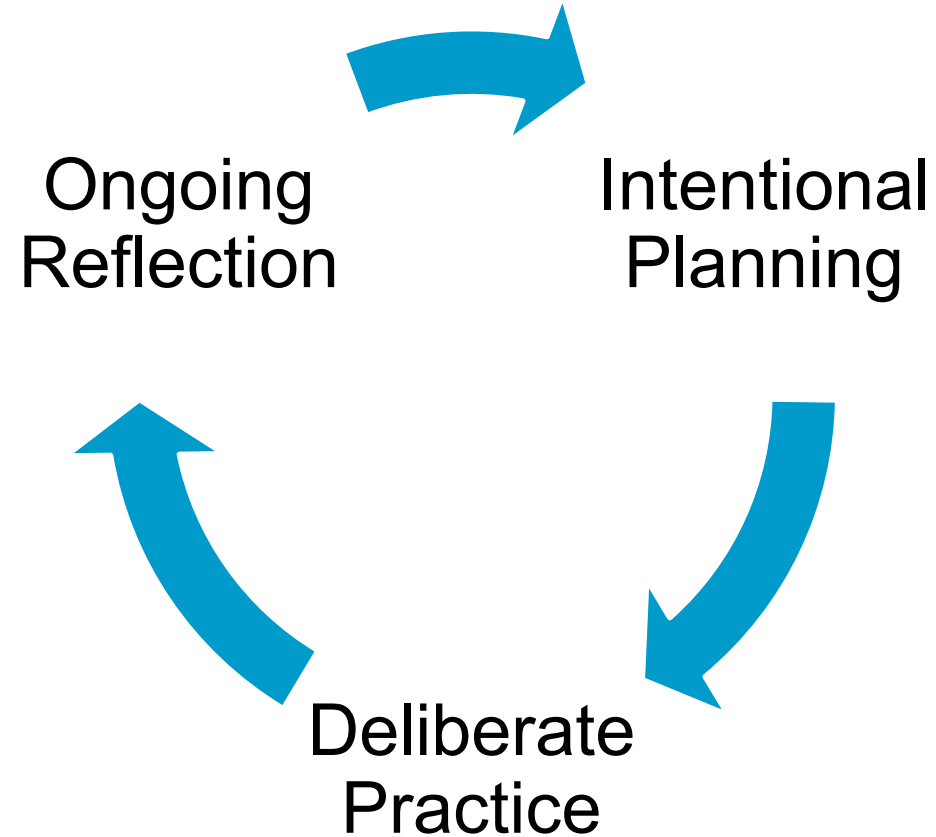


How did teachers get to this point?

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Learning Cycle



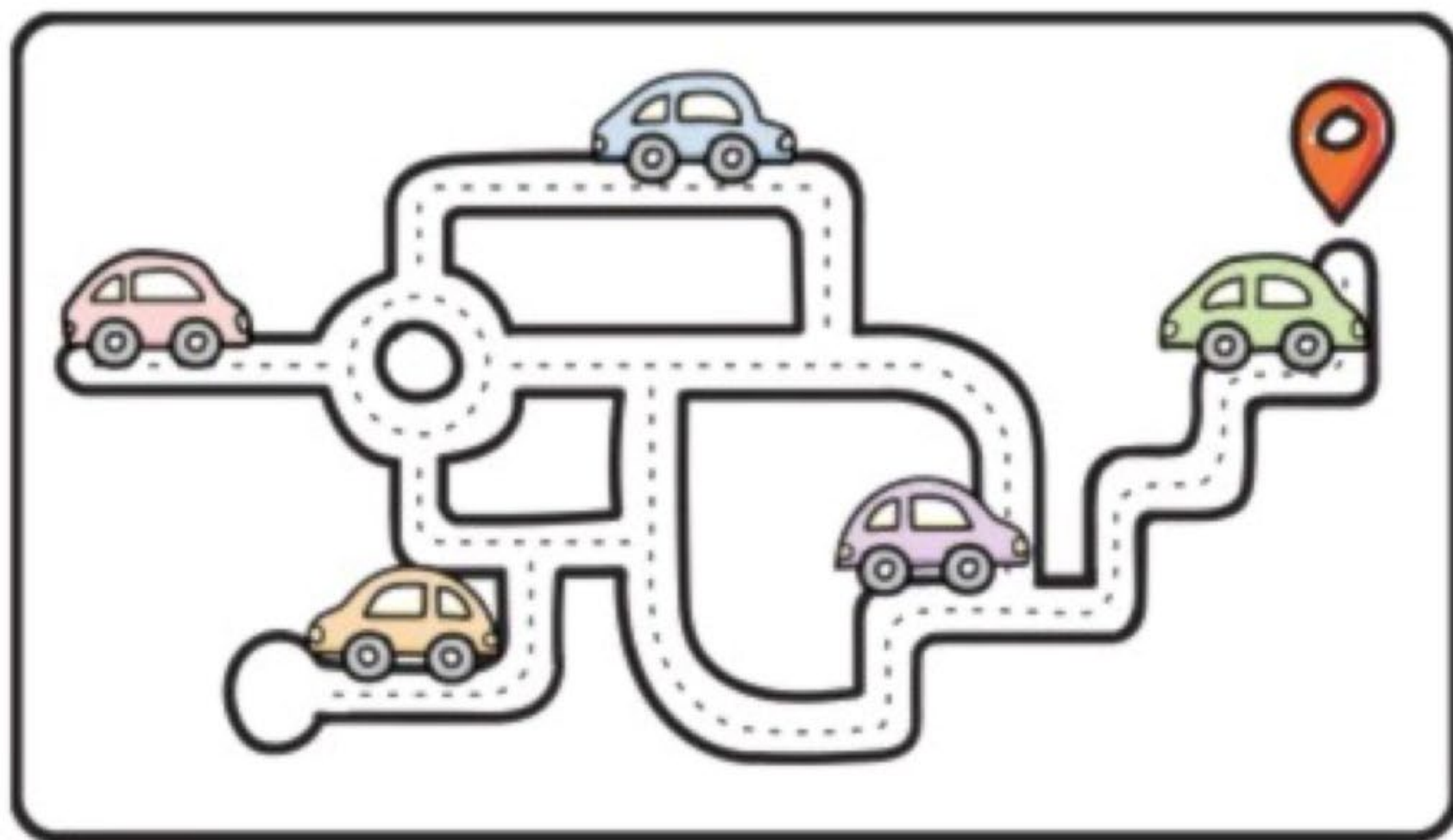
Intentional Planning

Key Features of Planning



Planning Makes the Difference

- Expertise in planning develops over time and continues to develop.
- Collaborating and co-developing lesson plans supports both teachers and students.
- Planned and in the moment opportunities to gather evidence
- Responding to student learning as it is unfolding



Difference between planning for the formative assessment process and traditional lesson planning

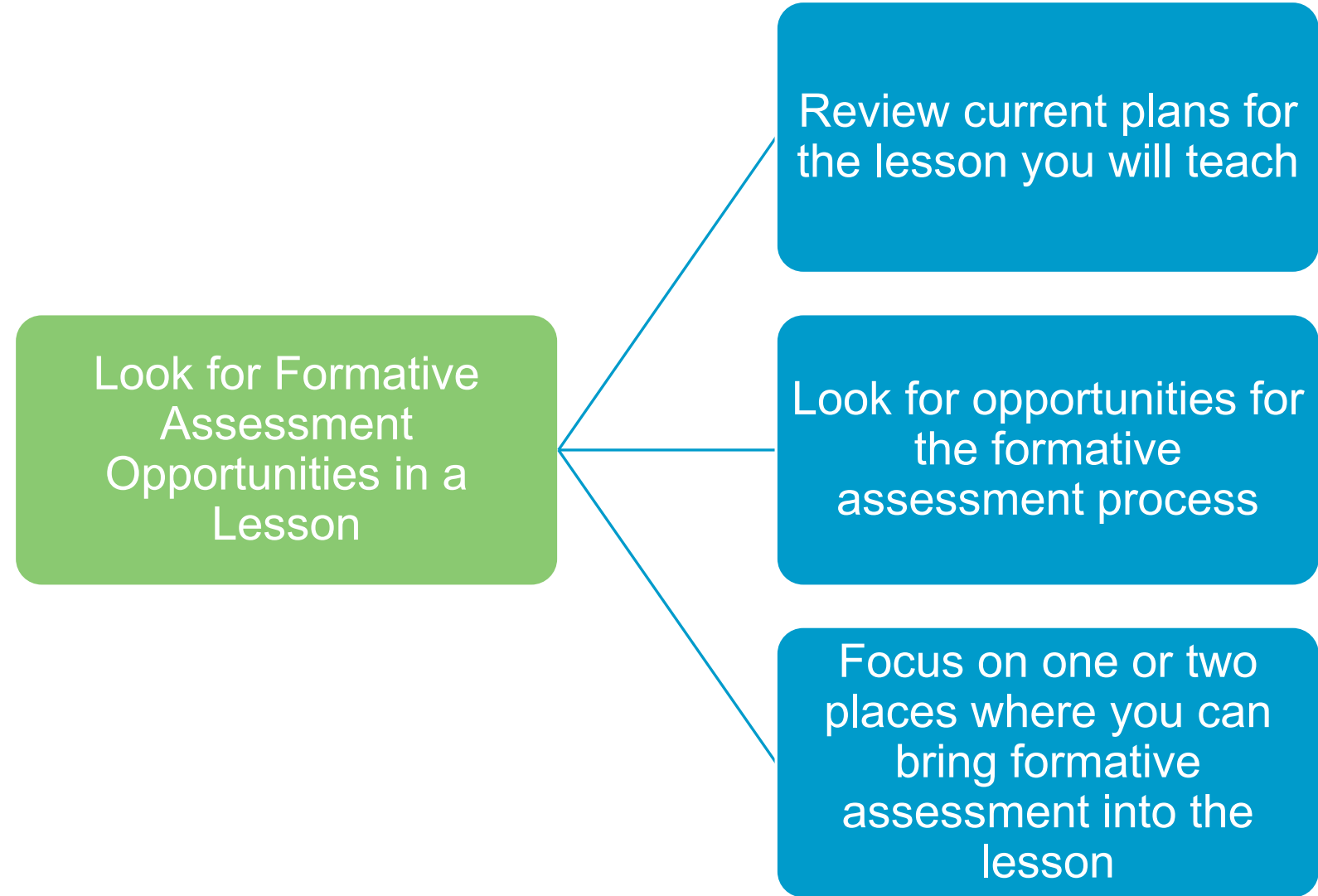




Planning for what the student will do...



Starting out



Students Drive. Teachers Guide. | Students should be doing 90% of the work of learning... during the lesson. —Margaret Heritage

Planning is a critical component in the formative assessment process.



1. Where Are We Going?

The teacher plans **where are we (students and teacher) going?**
The teacher also plans for ways to share and at time co-construct this information with students.



2. Where Are We Now?

The teacher intentionally plans ways to gather evidence of student understanding to answer the guiding question: **Where are we now?**
The evidencing opportunities are designed into the lesson, and the information is used to support students as they move their learning forward toward the learning target.



3. How Will We Get There?

The teacher plans for ways to provide formative feedback and anticipates instructional and learning decisions that will answer the guiding question: **How will we get there?**



Starting Out with Formative Assessment Planning

We're all working to gather evidence and make adjustments. Our Goal: make our evidence out of date as quickly as possible! —Margaret Heritage

Moving Forward

Identify	Identify priority standard and learning target for the lesson
Plan	Plan the lesson by focusing on the three guiding questions: <ul style="list-style-type: none">• Where are we going?• Where are we now?• How will we get there?
Look	Look at instructional adjustments you will make as a teacher and reflect on potential learning adjustments students will make in making progress toward the learning target.

Moving Forward Planning Template

Standard(s):

Learning Target(s):

Success Criteria:

Tasks/activities/strategies to help students meet the learning goal

Formative opportunities in tasks/activities/strategies to gather evidence of student learning

Questions to gather evidence of student learning

Opportunities to offer Feedback (Teacher to Student/Student to Student/Student to Self)

Standard(s)	CCSS.ELA-LITERACY.RI.2. Identify the main purpose of a text, including what the author wants to answer, explain, or describe	
Learning Goals/ Success Criteria	Learning Goals Understand the author’s purpose. Why the author wrote the book and what the author wants us to know.	Success Criteria <ul style="list-style-type: none"> · Explain what the author’s purpose is · Explain how you know what the author’s purpose is
Tasks and Activities	Mini lesson on the main purpose of an informational text. Students read an informational book specific to one topic (“Surprising Sharks” by Nicola Davie). The topic is sharks, but what does the author want us to know about sharks? Student turn and talk about the author’s purpose (most sharks are not scary; humans shouldn’t be afraid of them). How do we know? Individual reading of informational text, complete reading notebook response. When I was reading _____ I think the author wanted me to know _____ because _____.	
Formative Assessment Opportunities	<ul style="list-style-type: none"> · One-on-one conferences with students during independent reading time (Taruni, Madi, La’Rodney, Ahmed) · Review of reading notebook response · Class turn-and-talk and discussion 	
Questions to Gather Evidence	Why did the author write this? What does the author want us to know? Can you show me evidence from the text? Do you have any connections to this idea?	

Reading Formative Assessment Lesson Plan

Science FA Lesson Plan

Standard(s)	HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy		
Learning Goals/ Success Criteria/Formative Assessment Opportunities	Learning Goals What does a candle burning have in common with a person exercising?	Success Criteria <ul style="list-style-type: none"> · Describe what happens when a candle burns and why lighting the smoke can reignite a candle's wick · Compare how molecules change when a candle burns and when a person burns fat through exercise · Develop a model to explain how burning a candle is similar to burning fat in cells 	Formative Assessment Watch video – multiple choice – what happens when a candle burns – discussion Igniting candle smoke – response board – circle atoms that make up candle wax – discussion and formula for paraffin wax Develop model and compare/contrast – revise models

Going Deeper

**In-depth planning
template**

**Including all
components**

**With a thread
connecting them**

Teacher:		District/School:	
Discipline:	Course:	Grade(s):	
Lesson Plan Title			
Driving Question			
Content Standard			
Learning Target(s):		Success Criteria:	
Overview of the Lesson			
Summarize the instructional tasks/activities/strategies to be used to help students achieve the learning target(s).			
What incoming ideas and experiences might students have that you can leverage while learning?			
What questions might be used to gather evidence of student understanding?		What strategies might be used to gather evidence of student understanding?	
Beginning of the lesson			
During the lesson			
End of the lesson			
What ideas might students have while learning? How will you respond to these?			
When and how will evidence of student understanding be used to modify instruction?			
How and when will feedback be provided to students (Teacher to Student/Student to Student/Student to Self)?			
When will students have the opportunity to use the feedback?			
Complete after the lesson has been taught.			
What aspects worked well and will be used again, and what aspects are in need of improvement?			

Going Deeper Planning Template



Students Drive. Teachers Guide. | Students should be doing 90% of the work of learning... during the lesson. —Margaret Heritage

Planning is a critical component in the formative assessment process.



The teacher approaches planning with a mindset to place students at the center of the learning and assessment process, to foster students as self-directed learners, and to support students to meet the desired learning target.



1. Where Are We Going?

The teacher plans **where are we (students and teacher) going?**

The teacher also plans for ways to share and at time co-construct this information with students.



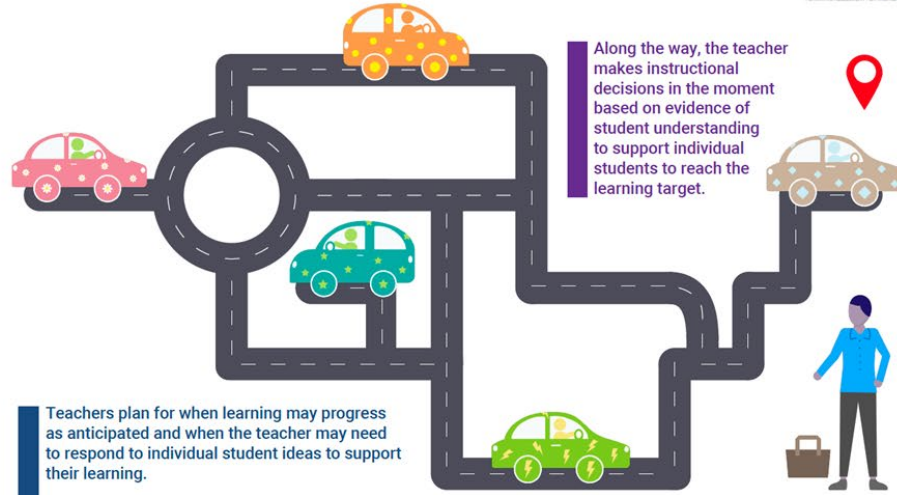
2. Where Are We Now?

The teacher intentionally plans ways to gather evidence of student understanding to answer the guiding question: **Where are we now?** The evidence opportunities are designed into the lesson, and the information is used to support students as they move their learning forward toward the learning target.



3. How Will We Get There?

The teacher plans for ways to provide formative feedback and anticipates instructional and learning decisions that will answer the guiding question: **How will we get there?**



Along the way, the teacher makes instructional decisions in the moment based on evidence of student understanding to support individual students to reach the learning target.

Teachers plan for when learning may progress as anticipated and when the teacher may need to respond to individual student ideas to support their learning.

The teacher asks:
Am I responding to student learning as it unfolds?

Students ask:
Am I making progress toward the destination?

Students monitor their progress and adjust learning strategies accordingly.

Formative Assessment Lesson Plan



ITINERARY
The teacher plans the tasks, activities, discourse opportunities, and questions that will support the students to meet the target and that will be sources of evidence of learning.

Learning Target Use



MAP
The teacher is clear on the destination and shares the learning targets for the lesson with the students. Together, the teacher and the students discuss the success criteria, or what it looks like to make it to the destination.

Gathering Evidence of Student Understanding



LOCATOR
The teacher intentionally gathers evidence of student understanding in relation to the learning target during the lesson. Different students will be at different places along their journey and the teacher is continually using evidence to track progress and make decisions about next instructional steps.

Formative Feedback



WALKIE TALKIE
The teacher plans for ways students will receive feedback that is timely, descriptive, and actionable. This provides valuable information about where students are and where they need to go next. The teacher also plans for how and when students will use the information to move their learning forward.

Adjustments to Teaching and Learning



TOOLS
The teacher anticipates potential adjustments to teaching and learning that will be needed to continue to move forward on the journey. Both the teacher and the students may need to make adjustments in different ways at different times. The students have a number of learning strategies to draw upon and they also have the opportunity to acquire more along the way.

We're all working to gather evidence and make adjustments. Our Goal: make our evidence out of date as quickly as possible! —Margaret Heritage

Going Deeper with Planning for the Formative Assessment Process



What Planning Makes Possible

- Clarity for the students and the teacher
- Discourse opportunities for students
- Time for articulation and development of student ideas
- Use of students' funds of knowledge
- Development of self-regulated learning processes
- Collaborative learning, feedback, and self-assessment



Connections and Reflections

What insights might you have about planning for the formative assessment process?



ALN Learning Point for Further Reading



Pg 2-5

Planning: what role does it play in the formative assessment process?

Effective instructional planning in the formative assessment process is informed by the teacher's knowledge about what students already know

"A planned process: formative assessment involves a series of carefully considered, distinguishable acts on the part of teachers or students, or both."

student self- and peer assessment, and helping students to make adjustments to learning.

Planning in the formative assessment process includes the knowledge of tools and strategies that may be used in both formal (planned) and informal (in the moment) assessment and interactions to gather evidence and inform instruction (e.g., Cowie & Bell, 2001). Thus, planning is an important, often overlooked step in intentionally preparing for all elements of the formative assessment process and anticipating what might happen in a lesson.

Planning defined

As outlined above, instructional planning in the formative assessment process can be described as systematically preparing for teaching and learning, including the identification of instructional targets, instructional methods, and the systematic and ongoing evaluation and management of the instructional and assessment processes.

"I used to jump right into a lesson without really knowing how I would know what students learned and

Inside the Classroom: Intentional Planning

Gabriela Cardenas

Para Los Niños Charter School



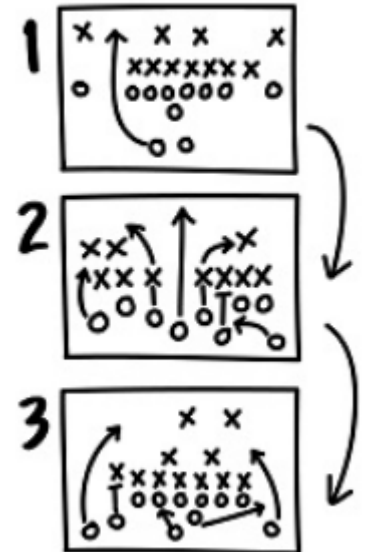


How Do Teachers Plan?

Playbook



Game Plan :



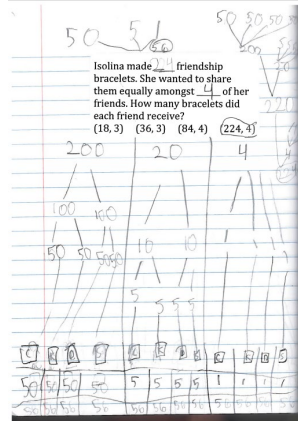
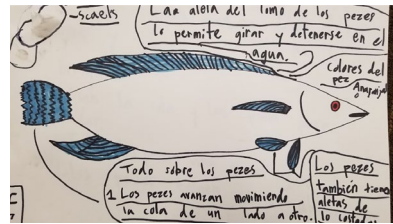
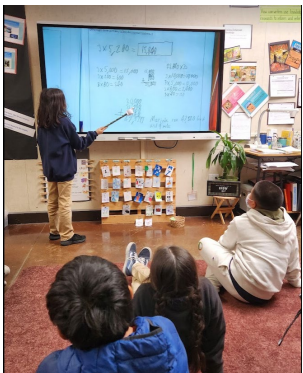


How Do Teachers Plan?

- Collaborative- grade level, across grade level, content specific
- Examine prior student work and teacher notes
- Analyze Standards
 - set learning goals for a series of lessons
 - success criteria
- Cognitive demand of lesson series
- Determine learning experiences (making connections to students' prior knowledge, lived-experiences)
- What are the formative assessment opportunities in the lesson (what students say and do)? What artifacts will we collect?



Planning Guide

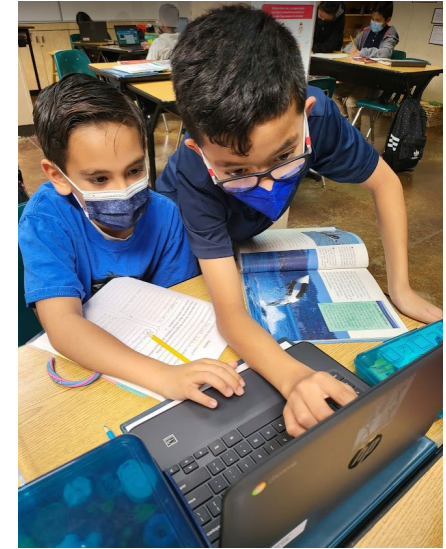





Planning Guide			
Teacher			
Content:			
	Monday / Tuesday	Wednesday / Thursday	Friday <input type="checkbox"/>
Standard (s)			
Learning Goal (s) Success Criteria			
Relevance <i>Why should students care? What is the connection to their reality/experience?</i>			
Tools/Platforms (Synchronous and Asynchronous) <i>How will the teacher facilitate engagement?</i>			
Artifacts of Learning <i>What will be collected?</i>		Formative Assessment: <i>(What is the evidence of learning gathered during lessons to determine where students are relative to goals?)</i>	
Feedback <i>How/when/to whom will the teacher provide feedback?</i>		Getting students to think: <i>Where am I going? Where am I now? What are my next steps?</i>	



How Do Teachers Plan?

- Learning groups/pairs -informed by knowledge of students, socially, emotionally, academically
- Equitable access to learning experiences
- Opportunities for self-assessment and peer feedback



Peer Feedback		
P Put-Up 	Q Question 	S Suggestion 
I like... I enjoyed... I noticed... I loved how... I was surprised by...	How did you...? What did you...? Why did you...? Can you clarify...? Can you explain...?	I suggest... Have you tried...? Maybe you can... How do you feel about...?



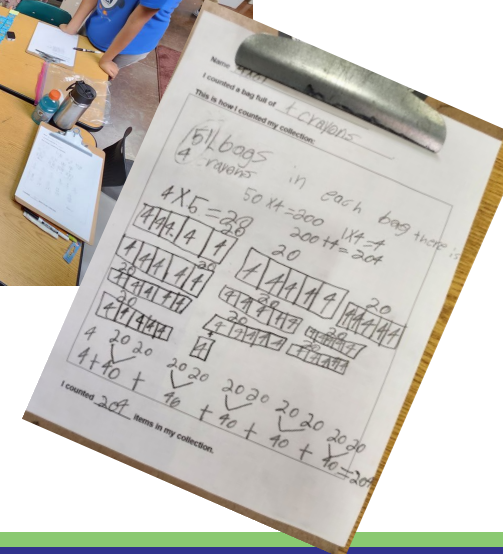
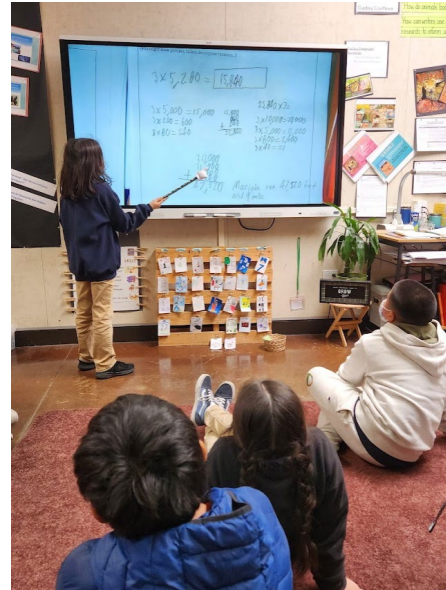
The Focus of Planning: Responding to Learning as it is Unfolding

Discourse - responding to student ideas in real-time

Planned conferences

Mid-point interruptions

Examining artifacts

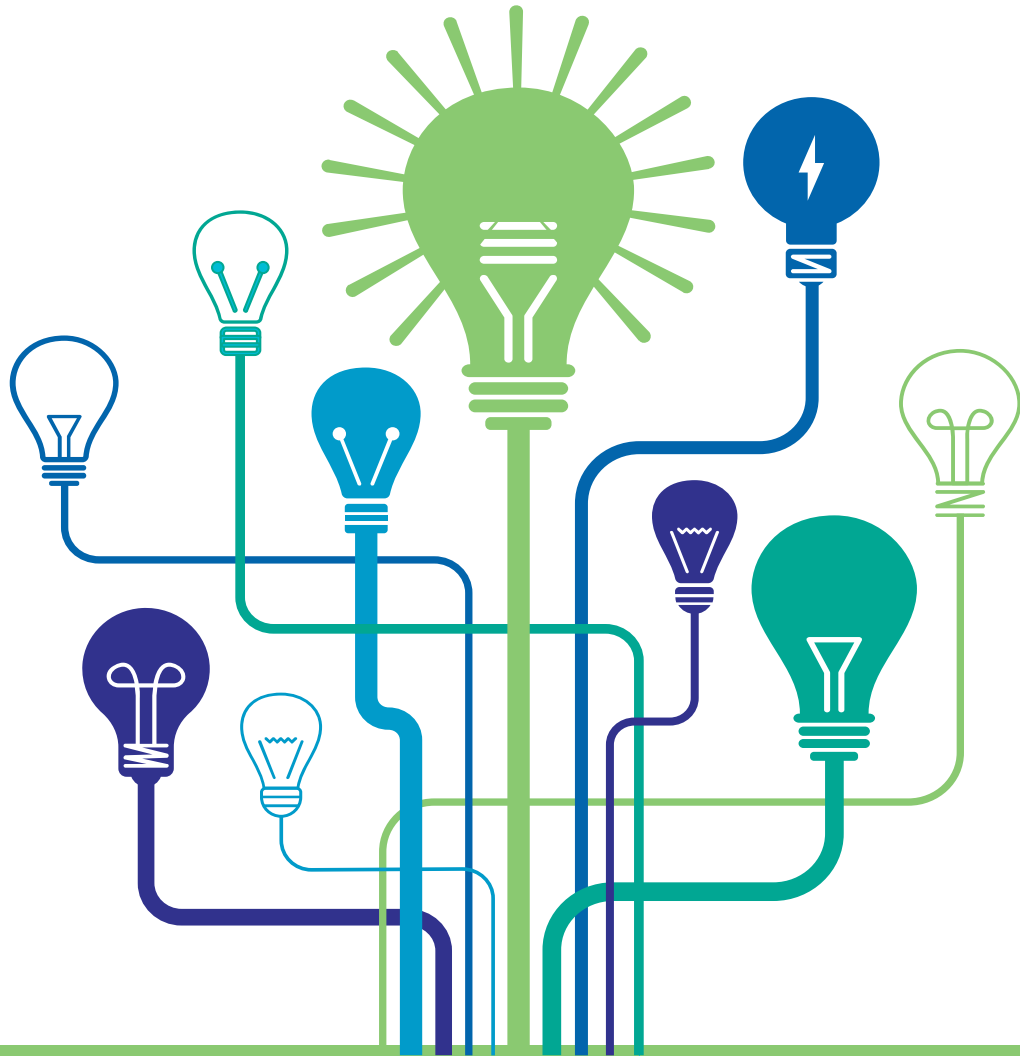


Reflection

Key ideas and impressions

- In the chatbox, please share....

What connections
are you making?



10 min. Break

Return at 2:35

Deliberate Practice

Key Features of Deliberate Practice



Deliberate Practice

Motivation, willingness to improve

Improving the skills you already have and extending the reach and range of your skills

Practice that focuses on tasks beyond your current level of competence and comfort

Scaffolding that takes into account prior learning

Informative feedback

Engaging repeatedly in similar tasks over time

(Ericsson et al., 1993)

Inside the Classroom: Deliberate Practice

Mayra Carrasco

Para Los Niños Charter School



Motivation, Willingness to Improve

- The teacher mindset of deliberate practice involves actively seeking out opportunities to assess student learning in real-time and adjusting instruction accordingly.
- Teachers engage repeatedly in similar tasks over time to refine skills and improve student learning outcomes.
- This approach positions teachers as researchers alongside their students and colleagues, continuously learning and adapting their strategies to improve student outcomes.



**Positive things happen
when you relinquish
control and give some to
your students.**
Jennifer Casa-Todd



Community that Fosters Learning

A community that fosters deliberate practice for formative assessment prioritizes collaboration and ongoing learning among teachers.



Practice that focuses on tasks beyond your current level of competence and comfort.



Improving the skills you already have and extending the reach and range of your skills.



Informative Feedback

Scaffolding that Takes into Account Prior Learning

Deliberate practice of formative assessment involves regularly engaging with teacher colleagues and students to gather feedback and make adjustments to instructional strategies.

This includes:

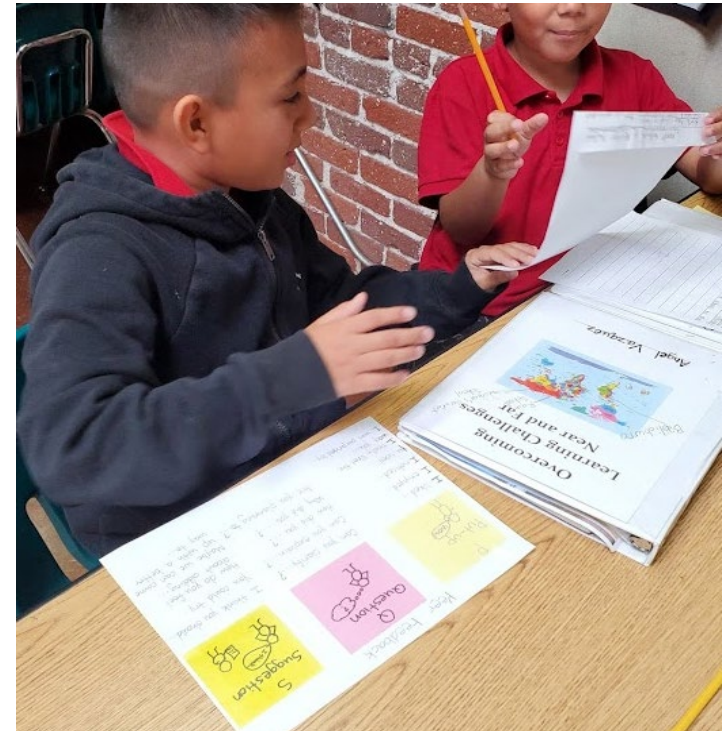
- Scaffolding from colleagues and administration
- Peer collaboration
- Peer coaching
- Feedback





Ongoing Deliberate Practice

By engaging in ongoing deliberate practice of formative assessment, teachers can improve student engagement and motivation, and create a more dynamic and responsive learning environment.



Ongoing Reflection

Key Features of Ongoing Reflection



Ongoing Reflection



Action is improved by
thought and reflection.

-Hart, 1990

Reflection is tied to
developing expertise.

-Glaser, 1989

Experts interpret problems
at a more abstract level.

- Schon, 1983, 1987



Ongoing Reflection

Broad and deep reflection



Reflect before action
on prior experience using theory



Reflect in action and on action

Rigor and courage to question
practice, beliefs, and values.



-Postholm, 2008

Inside the Classroom: Ongoing Reflection



Hilary Johannes

English and World Studies Teacher
Chandler Unified School District



Reflection on the Lesson

- **Value reflection and make time**
 - Build time for reflection and value reflection.
- **Active reflection during the lesson**
 - Gather information in the moment, take notes, be mindful during the learning process to reflect on student learning
- **After the lesson reflection**
 - Plan time after the lesson to go back to notes, look for trends
- **Shifting from insight to action**
 - How are you going to take what you observed or learned and make changes for the next time?





Mode or Method of Reflection

Making reflection work so that it is beneficial and not a burden

- Writing
- Technology- audio recording, video recording
- Structured collaboration time to reflect with colleagues
- Spontaneous and routine practice





Entry Point

What was going to be my entry point to introducing formative assessment into my classroom?

- “Warm and Cool Feedback”
- Active reflection while teaching
- Reflection after the process
- Refinement and next steps

Writing Workshop: Peer Review with Warm and Cool Feedback (English)

Your Name/ *The Writer*:

Your Partner’s Name/ *The Reader*:

Step 1: The Writer States Specifically What He/She Wants Feedback On

Think about your writing goals and think about your writing weaknesses. Specifically tell your reader which success criteria you’d like more feedback about.

Step 2: Sharing

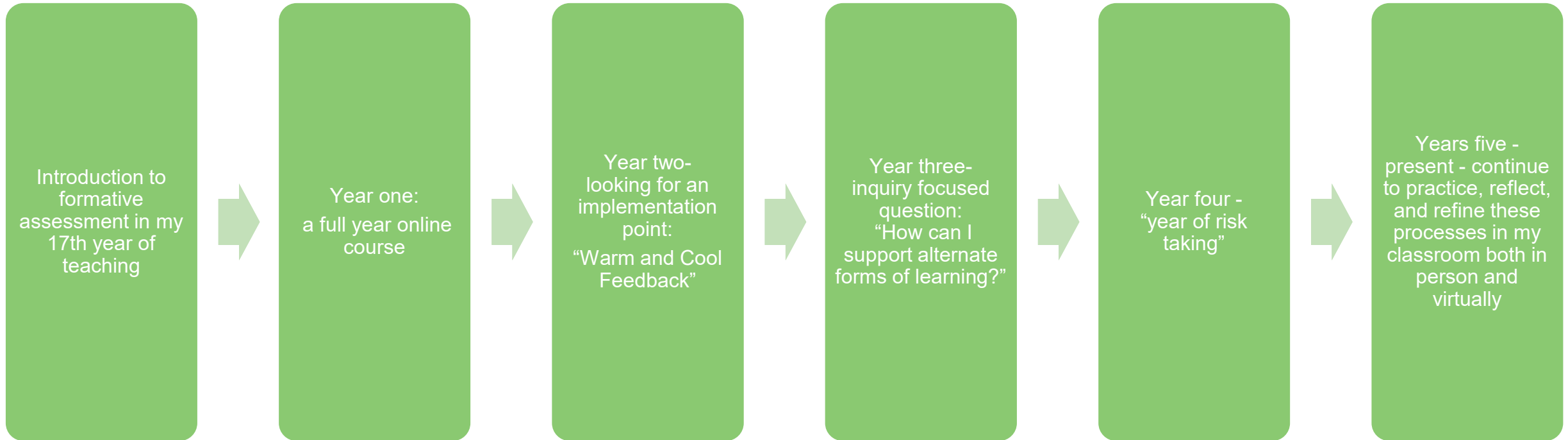
*Exchange pieces and read each other’s work. Readers will remember that they are reading for a specific purpose: to provide specific and worthwhile feedback for the writer. Readers **will take margin notes** that will help them provide feedback. Readers are not talking; **they are silent and reading only.***

How did it go?



- **Repetition** over time.
- **Active reflection** on what changes I need to make moving forward to support student learning.
- Information that I gathered from students **informed my next steps** and improvement.
- Key learning for students: it was not a worksheet, but a **tool to help themselves and their partners show true growth in their skills and learning.**

My Journey of Ongoing Reflection



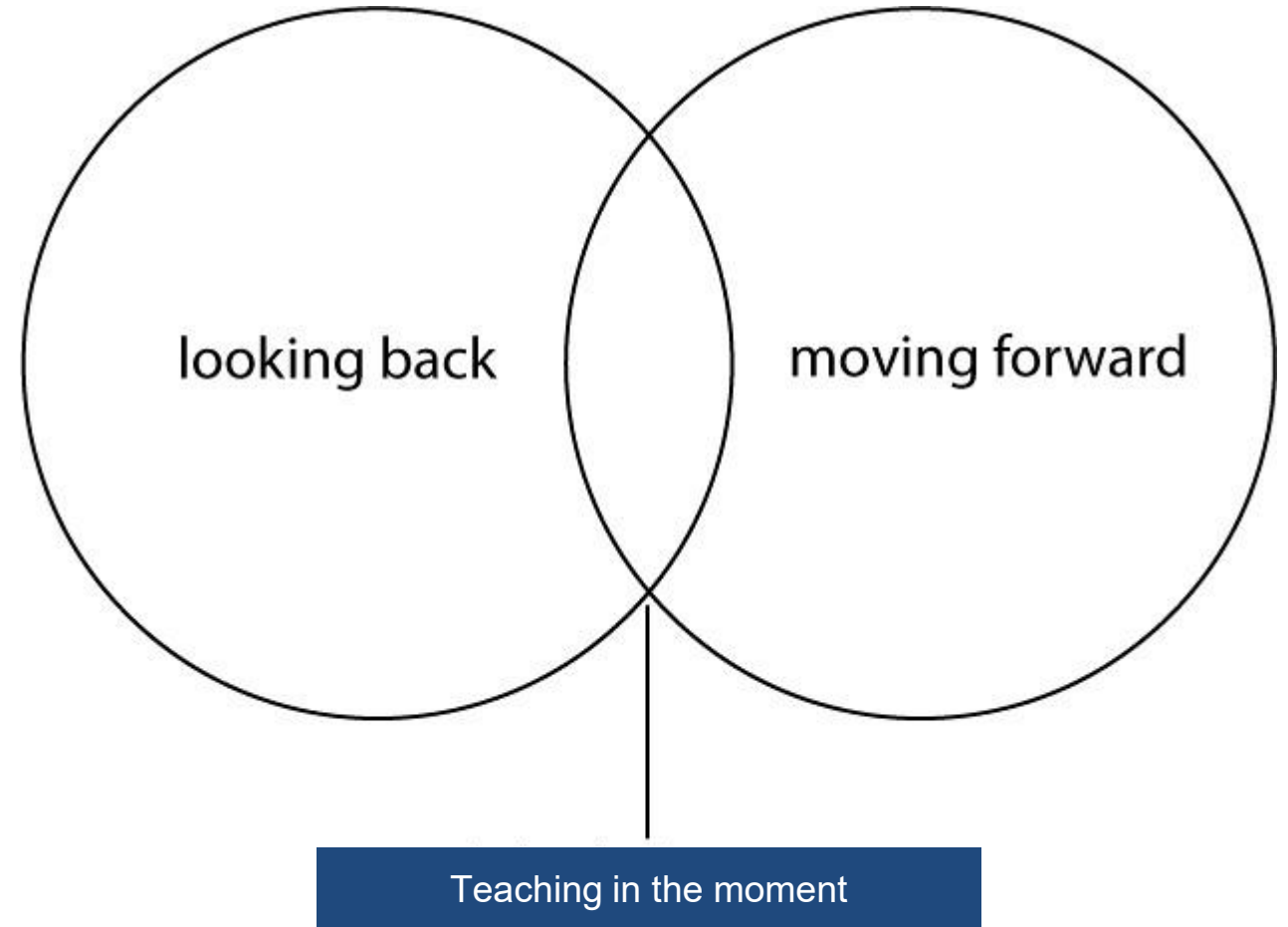
Chandler Unified School District - 24 years teaching experience



Big Picture Reflection

Reflection on teaching:

- What do I want my classroom to look like?



What developed over time?

Inquiry question for my teaching:

How can I support alternate forms of learning?





How has reflection on the formative assessment process improved the teaching and learning process for me?

1. **Pushed me to be reflective** in WHAT I do in my classroom with my students and WHY I am doing this work with my students.
2. Allowed me to open myself up to the idea that **I am on a team with my students.** We “debrief” on a regular basis as to what is going well and what can be improved.
3. The **constant personal reflection gives me the freedom** to allow the classroom to be “messy but productive.”

How has your ability to give and receive feedback helped you advance your own learning?

“When receiving feedback, it allowed me to see my mistakes and made me think about how to improve my skills.”

“It gives me the chance to use the feedback to make revisions. I have seen how it changes my work and makes it better.”

“I have come to realize that giving and receiving feedback is not being judged but is meant to help you get better.”

How have you been able to use Learning Goals and Success Criteria to advance your own learning?

“I moved away from simple responses to ones that were more thoughtful. I used the key words from the Learning Goal in my responses which shows that I understood what the Goal was and that I was able to demonstrate the skills needed.”

“I like how we are able to have a say in the development of the Success Criteria for the Learning Goal. It shows us that our opinion is valued and that my teacher wants us to get better with our skills.”

In summary...

- Planning..... is intentional and specific for the desired outcome.
- Deliberate practice... includes the amount and quality of practice.
- Ongoing reflection...occurs before, during, and after teaching.

Questions?

Please share your questions in the chat box.





Formative Assessment for Michigan Educators

MDE Home  MI.gov



Why the Formative
Assessment Process Matters

Components & Elements

Research & Development

Join FAME

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[Learn More about Formative Assessment](#) →

[Building and Sustaining FAME Professional Learning](#) →

How would you define the formative assessment process and describe its application in the classroom?



Supporting Online Teaching

View the webinars in two series designed to support Michigan educators in using the formative assessment process during online teaching and learning.

[View Webinars](#)

Interested in becoming a FAME Coach?

Become a FAME Coach and form a Learning Team! The New Coach application for the 2023-24 school year (available only to Michigan Educators) is now open. Click the button below to start your application. Applications are due on May 5, 2023.

[Apply Now](#)

 [FAME Team Expectations PDF](#)



Closing Thoughts



Resources for today's event

You can find related resources on today's event page:

1. Interviews (Video reflections)
2. Full presentation video
3. Presentation slides (PDF)
4. Related articles, additional resource links



ABCA

ACHIEVING BALANCE IN CLASSROOM ASSESSMENT

Be a Leader in Quality Assessment!

Join the ABCA Program Cohort II!

Achieving Balance in Classroom Assessment

Engage in classroom-level, assessment-iterate practices to improve student learning & achievement! Districts that implement—with fidelity—quality balanced assessment systems in every classroom show improved student learning and increased student achievement.

Join us for a three-year facilitated professional learning and implementation journey toward Achieving Balance in Classroom Assessment (ABCA).

Claim your place among a select number of districts to participate in this unique opportunity to learn how balanced assessment—assessment for and of learning—can: - substantially improve student instruction and learning - close gaps in student performance, and - increase equity in student learning and achievement.



[ABCA Program Event Page](#)
[ABCA Informational Webinar PPT](#)
[ABCA Information Webinar Recording](#)

BE A LEADER IN QUALITY ASSESSMENT

JOIN THE RESA/ISD/ESA COHORT II!

YOU WON'T WANT TO MISS THIS OPPORTUNITY!



Be among a select number of ISD/RESA/ESA consultants from across the state selected for the Achieving Balance in Classroom Assessment (ABCA) professional learning and implementation program. ISD/RESA/ESA consultants interested in the more effective use of school and classroom student assessment, integrated within their current disciplinary expertise, will be interested in a unique opportunity to engage in an extended, two-year study to learn more about how balanced classroom assessment (assessment for and of learning) can be used to substantially improve student learning and how to facilitate and support implementation within their constituent districts.



YEAR 1 PROFESSIONAL LEARNING WILL COVER TOPICS SUCH AS:

- Assessment Literacy for Educators
- The Role of Assessment in Continuous Improvement
- Selecting and Assessing Priority Standards
- Balanced Assessment Systems - 1
- Balanced Assessment Systems - 2
- Exploring and Using Interim Assessment - 1
- Exploring and Using Interim Assessment - 2
- Preparing the ABCA ALIP
- Formative Assessment Process - 1
- Formative Assessment Process - 2

Each session will connect content to application and provide facilitation ideas for future use with district teams.

Year 2 - With support from the MAC, ISD/RESA/ESA ABCA participants will develop plans for using the information and resources provided during year 1 professional learning to work the following year with one or more school districts in their service area, with the intent of helping educators become more effective in the use of school and classroom student assessment to substantially improve student learning as part of the ongoing continuous improvement process.



See you at the next ALN Session!

Adjourn



Thanks for spending your afternoon with us!