

### Formative Assessment Process: Assessment for Learning

The Michigan Department of Education has noted the importance of the formative assessment process in teaching and learning and has adopted the following definition developed by the Council of Chief State School Officers (CCSSO).

***“Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners.”***

(CCSSO FAST SCASS, 2017)

Effective use of the formative assessment process requires students and teachers to integrate and embed the following practices in a collaborative and respectful classroom environment:

- Clarifying learning goals and success criteria within a broader progression of learning;
- Eliciting and analyzing evidence of student thinking;
- Engaging students in self-assessment and peer feedback;
- Providing actionable feedback to students; and
- Using evidence and feedback to move learning forward by adjusting learning strategies, goals or next instructional steps.

**Table III.4.3** shows Sadler’s three questions as well as the components and elements of formative assessment used in Michigan’s Formative Assessment for Michigan Educators (FAME) professional learning program which helps educators learn about, learn to use, and reflect and improve their use of the formative assessment process (Sadler, 1989).

***The formative assessment process, often referred to as assessment for learning, is “...embedded in the ongoing flow of activity and interactions in the classroom”***

(Heritage, 2019)

■ TABLE III.4.3

**Michigan Formative Assessment for Michigan Educators (FAME)  
Components and Elements**

Guiding Questions	FAME Components and Elements
<i>Where are we (teacher and students) going?</i>	<p><b>Planning</b></p> <p>1.1—Instructional Planning: planning based on knowledge of the content, standards, pedagogy, formative assessment process, and students.</p> <p><b>Learning Target Use</b></p> <p>2.1—Designing Learning Targets: the use and communication of daily instructional aims with the students</p> <p>2.2—Learning Progressions: connection of the learning target to past and future learning</p> <p>2.3—Models of Proficient Achievement: examples of successful work for students to use as a guide.</p>
<i>What does the student understand now?</i>	<p><b>Eliciting Evidence of Student Understanding</b></p> <p>3.1—Activating Prior Knowledge: the opportunity for students to self-assess or connect new ideas to their prior knowledge</p> <p>3.2—Gathering Evidence of Student Understanding: use of a variety of tools and strategies to gather information about student thinking and understanding regarding the learning targets from <i>all</i> students</p> <p>3.3—Teacher Questioning Strategies: the intentional use of questions for students to explain their thinking or to connect their idea to another student's response</p> <p>3.4—Skillful Use of Questions: a focus on the purpose, timing, and audience for questions to deliver content and to check students' understanding</p>
<i>How do we (teacher and students) get to the learning target?</i>	<p><b>Formative Feedback</b></p> <p>4.1—Feedback from the Teacher: verbal or written feedback to a student to improve his or her achievement of the learning target</p> <p>4.2—Feedback from Peers: feedback from one student to another student about his or her learning in relation to a learning target</p> <p>4.3—Student Self-Assessment: the process in which students gather information and reflect on their own learning in relation to the learning goal.</p> <p><b>Instructional and Learning Decisions</b></p> <p>5.1—Adjustments to Teaching: teachers' daily decisions about changes to instruction</p> <p>5.2—Adjustments to Learning: students' use of feedback for improvement.</p>