

Description of FAME Components and Elements

Table 1 below outlines the FAME components and elements used in this *Guide*, which are a re-conceptualization of the components used previously in FAME².

The five components and a brief description of thirteen elements of the FAME program are framed by the three guiding questions (Sadler, 1989; Hattie and Timperley, 2007; Gotwals et al., forthcoming): “Where are we (teacher and students) going?”; “What does the student understand now?”; and “How do we (teacher and students) get to the learning target?”

Table 1: FAME Components and Elements

Guiding Questions	FAME Components and Elements
Where are we (teacher and students) going?	<p>Planning</p> <p>1.1—Instructional Planning: planning based on knowledge of the content, standards, pedagogy, formative assessment process, and students.</p> <p>Learning Target Use</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>
What does the student understand now?	<p>Eliciting Evidence of Student Understanding</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>
How do we (teacher and students) get to the learning target?	<p>Formative Feedback</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>Instructional and Learning Decisions</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>

² Source: *Developing and Implementing the Formative Assessment Process in Michigan: A Guide for Classroom and Student Success*, Michigan Department of Education and Measured Progress, 2012 and *Developing and Implementing the Formative Assessment Process in Michigan: A Guide for Classroom and Student Success, Supplemental Training Tools, Launching Into Learning*. Michigan Department of Education and Measured Progress, 2014.

The Formative Assessment Process

