

“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.”

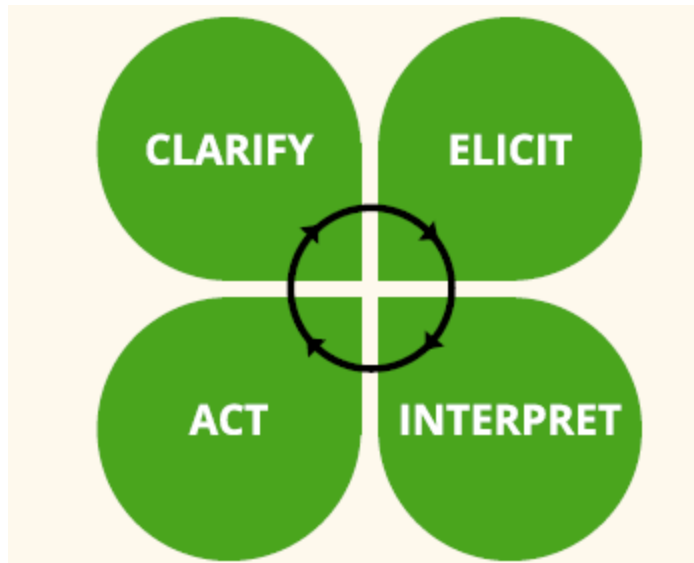
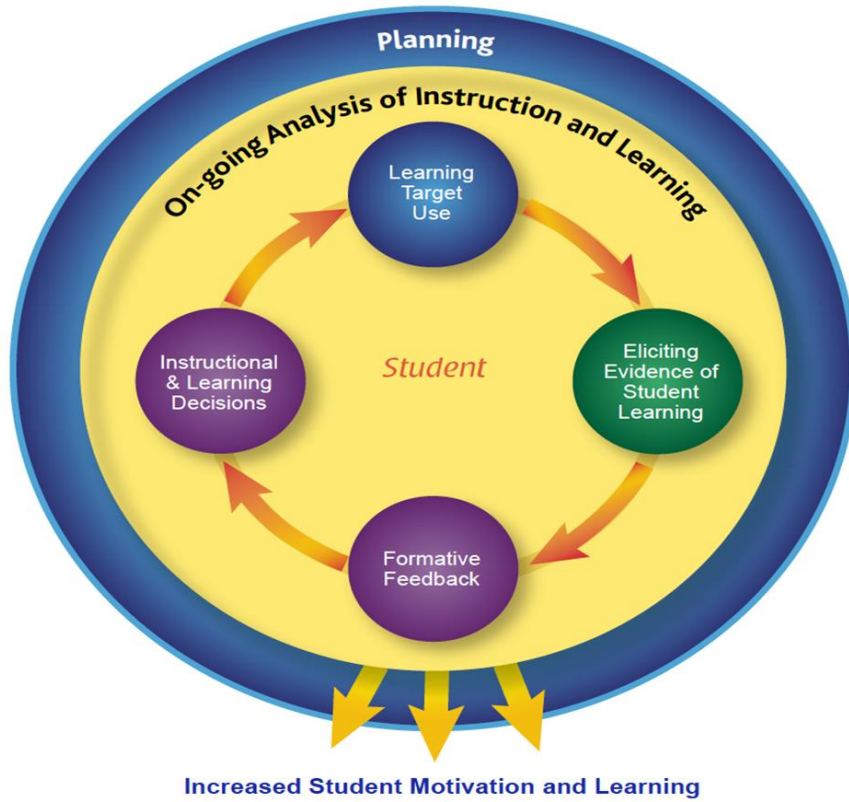


“The formative assessment process is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust on going teaching and learning strategies to improve students’ attainment of curricular learning targets/goals.”

# 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?



## 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 FAME<sup>2</sup>.

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?”

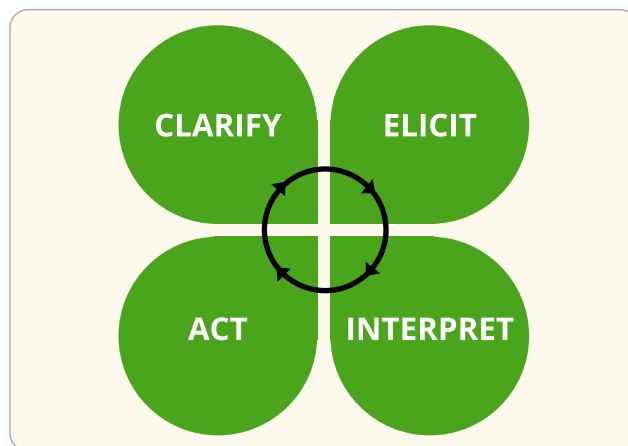
**Table 1: FAME Components and Elements**

Guiding Questions	FAME Components and Elements <a href="#">Learning Point: What do we mean by Formative Assessment?</a>
<b>Where are we (teacher and students) going?</b>	<p><b>Planning</b></p> <p>1.1—<a href="#">Instructional Planning</a>: 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—<a href="#">Designing Learning Targets</a>: the use and communication of daily instructional aims with the students</p> <p>2.2—<a href="#">Learning Progressions</a>: connection of the learning target to past and future learning</p> <p>2.3—<a href="#">Models of Proficient Achievement</a>: examples of successful work for students to use as a guide.</p>
<b>What does the student understand now?</b>	<p><b>Eliciting Evidence of Student Understanding</b></p> <p>3.1—<a href="#">Activating Prior Knowledge</a>: the opportunity for students to self-assess or connect new ideas to their prior knowledge</p> <p>3.2—<a href="#">Gathering Evidence of Student Understanding</a>: 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—<a href="#">Teacher Questioning Strategies</a>: 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—<a href="#">Skillful Use of Questions</a>: a focus on the purpose, timing, and audience for questions to deliver content and to check students’ understanding</p>
<b>How do we (teacher and students) get to the learning target?</b>	<p><b>Formative Feedback</b></p> <p>4.1—<a href="#">Feedback from the Teacher</a>: verbal or written feedback to a student to improve his or her achievement of the learning target</p> <p>4.2—<a href="#">Feedback from Peers</a>: feedback from one student to another student about his or her learning in relation to a learning target</p> <p>4.3—<a href="#">Student Self-Assessment</a>: 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—<a href="#">Adjustments to Teaching</a>: teachers’ daily decisions about changes to instruction</p> <p>5.2—<a href="#">Adjustments to Learning</a>: students’ use of feedback for improvement.</p>

<sup>2</sup> 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.

## Understanding the Formative Assessment Process

The Formative Assessment Process is a deliberate process used by **teachers and students** during instruction that provides actionable feedback that is used to adjust ongoing **teaching and learning** strategies to improve students' attainment of curricular learning targets/goals.



### Clarify

Determine **Learning Goals**, or what students will know by the end of the lesson. Goals describe “big ideas” or concepts and reflect academic standards. Learning goals are written in student-friendly language, beginning with, “I understand...”

Establish **Success Criteria**, or the evidence teachers and students use to determine how students are progressing toward learning goals. They are also written in student-friendly language, beginning with, “I can...”

### Elicit

Engage in a learning event or activity that prompts and generates **evidence of learning**. Evidence should be tightly aligned to the learning goals and guided by success criteria.

Consider student needs, interests, and learning styles when deciding how to elicit evidence so that students can **demonstrate their understanding** in different ways to meet the success criteria. Use multiple sources of evidence to draw accurate conclusions about student learning.

### Interpret

**Review evidence** to determine students' progress toward learning goals and success criteria. Interpreting is about using evidence to **identify the gap** between where students are and where they need to be. Students can analyze evidence of their own learning and discuss with teachers and peers.

Interpreting evidence is not a single event, but part of an ongoing process throughout instruction.

### Act

Teachers determine and initiate appropriate **instructional next steps**. These may not be the same for all students and must take into consideration each student's readiness, interests, and learning preferences.

Students receive feedback that is specific about what they need to do next in the learning process.

Check out the FAME program website at this link: <https://famemichigan.org>