



Learning Map

Bringing Balance to Classroom Assessment Systems with the Formative Assessment Process

title	Bringing Balance to Classroom Assessment Systems with the Formative Assessment Process
creator / email	Michigan Assessment Consortium FAME assistant@michiganassessmentconsortium.org
intended audience	Teachers, Teacher Teams, School Leadership, District Leadership
purpose	The effective use of evidence of student learning is a critical component for educators engaged in an ongoing continuous improvement process. The purpose of the Achieving Balance in Classroom Assessment (ABCA) Learning Map on the Formative Assessment Process (assessment for learning) is to establish a foundation of knowledge related to the implementation of the formative assessment process in classroom environments. Participants will gain an understanding of the value of the integration of the formative assessment process as an essential assessment approach within a classroom balanced assessment system.
learning outcomes	<i>Using readily available resources, within this Achieving Balance in Classroom Assessment Map, educators will deepen their understanding of:</i> <ul style="list-style-type: none"> • A balanced assessment system in a classroom setting. • Formative assessment as a process and its positive impact on student achievement. • The formative assessment process; its role and purpose

	<p>within the classroom and conditions under which it can flourish.</p> <ul style="list-style-type: none"> • The five components and 13 elements of the formative assessment process. • The implementation of the formative assessment process and examine what it “looks/sounds” like in a classroom environment. • The content and pedagogical knowledge embedded in the use of the formative assessment process. • Their own practice, through self-reflection.
<p>success indicators</p>	<p><i>Upon completion of the Achieving Balance in Classroom Assessment Learning Opportunity focused on the formative assessment process, learners will be able to:</i></p> <ul style="list-style-type: none"> • Understand the integration of the formative assessment process within a classroom balanced assessment system. • Understand the components and elements of the formative assessment process. • Utilize the three guiding questions that drive the formative assessment process: Where are we going? What does the student understand now? How do we get to the learning target? • Plan based on knowledge of the content, standards, pedagogy, formative assessment process, and students. • Use and communicate learning targets for the lesson with students. • Use a variety of tools and strategies to gather information about student thinking and understanding regarding the learning targets from all students. • Facilitate formative feedback from teacher to students, from peer to peer, and through student self-assessment about his or her learning in relation to the learning target. • Make instructional decisions about changes to instruction based on evidence of student understanding. Support students’ adjustments to learning and use feedback for improvement. • Cultivate a supportive classroom culture, including: shared responsibility for learning, positive interactions modeled, supportive, collaborative relationships, mutual trust, routines, participant structures, and learner and learning centered. • Promote self-directed learning.
<p>rationale</p>	<p>A balanced approach to assessment in a classroom environment, with a strong emphasis on the Formative Assessment Process, is essential for the improvement of student learning. The understanding and use of a classroom balanced assessment system is dependent upon the effective implementation of the formative assessment process. A strong</p>

foundation of how all levels of an assessment system work together is a critical component of the continuous improvement process.

Learning Map- Bringing Balance to Classroom Assessment Systems with the Formative Assessment Process

engage

Engage in thinking around the foundational aspects of implementing the formative assessment process.

- Step 1: Engage in thinking about a theory of action...what it is and why you develop them
- Step 2: Place the question to the right on a large piece of paper or power point slide.
- Step 3: Let participants know they are going to engage in a brainstorming session to develop a theory of action for their own context. First...let's do a bit of front loading.
- Step 4: Read the Learning Point: What do we mean by Formative Assessment?
- Step 5: Have educators share their MITA—Most Important Take Away from the article with one another.
- Step 6: Brainstorm ideas on how this is best implemented in a classroom setting.
- Step 7: Watch the video clip of author and researcher Margaret Heritage as she answers this question: What Conditions are necessary for successful implementation of Formative Assessment?
- Step 8: Compare your groups' ideas and conditions to those of Dr.

Engaging Question:

A **theory of action** is a connected set of propositions, a logical chain of reasoning that explains how change will lead to improved practices.

[1 Handout on Theory of Actions](#)

What would a theory of action, around the implementation of the formative assessment process in a classroom setting, look like?

What is the formative assessment process?

[2 LP Article: What do we mean by Formative Assessment?](#)

[3 Handout MITA](#)

[4 Video](#)

[5 Develop Theory of Action](#)

Heritage...help them relate what Margaret says in relation to the “big” picture implementation and their ideas at the classroom level.

- Step 9: Using handout 5 have participants develop a theory of action for their own context.
- Step 10: Share with one another.

explore

Explore the foundations of formative assessment as represented in the FAME Graphic Components and Elements Chart.

- Step 1: Give every participant a copy of the FAME Components and Elements Table and FA Graphic Handout 6. Begin with the graphic. Ask participants what they notice about the graphic. Write their responses on chart paper for all to see.
- Step 2: Dialogue around the underlying concepts that makes formative assessment an engaging process that, when implemented with fidelity, has such a positive impact on student learning, (See handout 7 for Key Idea to be sure and interact with.)
- Step 3: Now give each participant the Components and Elements Table Handout 6 and three highlighters: one green, one yellow, and one

[6 FAME Components and Elements Table and FA Graphic](#)

[7 FAME Graphic Big Ideas to notice document.](#)

pink. Have them conduct a self-assessment gauging their knowledge and skill around implementation of the 13 elements within the 5 components. Green would indicate a high knowledge and skill in implementation, yellow would indicate some knowledge and skill in implementation and pink would indicate an area of growth.

- Step 4: Have participants share their thinking around their self-assessment with one another and dialogue around their strengths and areas for improvement.

explain

Explain each of the 5 Components: As participants engage in reading these LPs...be sure to make connections between the ideas and practices in the text to their own practice. Stress how the proper implementation of these practices is how to create more “balance” within their classroom balanced assessment system.

- Step 1: Have participants read the learning point on Instructional Planning. Use the text debrief handout 9 as well as handout 10 to reflect
- Step 2: Share insights

Now that we have laid the foundation of the conditions necessary to implement the formative assessment process effectively, along with some foundational understanding of the formative assessment process itself...let's dig deeper into the 5 components of the formative assessment process.

The Components and Elements of the Formative Assessment

Component 1: Instructional Planning

[8 LP Article: Planning: What role does it play in the formative assessment process?](#)

[9 Text Debrief Handout](#)

[10 Planning Template](#)

Component 2: Learning Target Use

[11 LP Article: What are learning targets? Why are they important in the formative assessment process?](#)

[12 Success Criteria Handout](#)

[13 Text Debrief Handout](#)

- Step 3: Engage in conversation around the following questions: What are you noticing about planning for FA? How might this tool be utilized in their own context?
- Step 4: Read the LP on Learning Target Use.
- Step 5: Have participants review the Success Criteria handout.
- Step 6: Complete Text Debrief Handout 13
- Step 7: What new thinking do participants have around the use of LTs and SC? Share thoughts.
- Step 8: Read the LP on Gather Evidence.
- Step 9: Engage in the text debrief activity handout 15
- Step 10: Read the LP on Questioning. Use the text debrief handout 17
- Step 11: Discuss....
- Step 12: Watch the Dylan William video. Discuss reactions.
- Step 13: Watch the Feedback Video...what new thoughts arise from this short clip?
- Step 14: Read the LP on Formative Feedback.
- Step 15: Engage in the activity using the text debrief handout 21 and 22 Discuss
- Step 16: Discuss Activity
- Step 17: Divide group into halves. Have one group read LP 1 and the other read LP 2.

Component 3: Eliciting Evidence of Student Understanding

[14 LP Article: What is gathering evidence of student understanding?](#)

[15 Text Debrief Handout](#)

[16 LP Article: What is skillful use of questions?](#)

[17 Text Debrief Handout](#)

Component 4: Formative Feedback

[18 Video Dylan William](#)

[19 Video Feedback](#)

[20 LP Article: What is formative feedback? Why is feedback from the teacher important?](#)

[21 Feedback Debrief Handout](#)

[21 A Formative Feedback Activity](#)

[22 Handout Six Insights about Feedback](#)

Component 5: Instructional and Learning Decisions

[23 LP What are adjustments to teaching?](#)

[24 LP What are adjustments to learning?](#)

[25 Text Debrief Handout](#)

- Step 18: Pair up a participant who read LP 1 with a participant who read LP 2. Share insights; ideas and thoughts. Questions 1-3 on the test debrief handout 25.

exercise

(1 hour)

Reflect on examples of teachers implementing the formative assessment process by watching videos. Spend some time exercising your new thinking and exploring the possibilities.

- Step 1: Review the vignettes used prior in the BAS Learning Map. Highlight specific practices teachers engaged in that align with the FAME Components and Elements.
- Step 2: Watch each of the videos.
- Step 3: After each video stop and dialogue around what you noticed? How did the teacher engage in FA practices? How did the students? How might this represent what you do or may want to begin doing in your own classroom?
- Step 4: Read the final LP on Learner Agency. Use the text debrief handout
- Step 5: Discuss thoughts.
- Step 6: Take some time to reflect on your Theory of Action from when we

Components in action...Use of video to recognize and examine the FAP in action...

[26 OFAST Vignettes](#)—Review for FA Components and Elements...What are you noticing?

Videos:

[27 My Favorite NO](#)

[28 Conjecturing around Functions](#)

[29 Counting Collections](#)

[30 Sarah's Rubric](#)

[31 Persuasive Writing](#)

[32 LP Article: Learner Agency](#)

[33 Text Debrief Handout](#)

<p>began...how might it need to be revised?</p>	
<p>elaborate</p> <p>(2-4 Hours) Extend thinking, next steps</p> <ul style="list-style-type: none"> • Step 1: Based on the self-assessments from the explore activity above, engage educators in further exploration of the FAP by engaging in thoughts around the content and pedagogical need teacher must have blah blah • Step 2: Read the first Chapter of Margaret's book...homework. 	<p>Content Knowledge and Pedagogy Knowledge intersection with FAP</p> <p>Margaret Chapter Part of... Too deep? Maybe Chapter 1 of her new book with Wylie: FA in the Disciplines?</p>
<p>evaluate</p> <ul style="list-style-type: none"> • Step 1: Review the videos of teacher engaged in self-reflection through the use of video. • Step 2: Review the Self-Reflection Guide as you engage in the viewing • Step 3: Consider video-taping yourself for self-reflection or have a colleague observe you, using the self-reflection tool, and provide formative feedback. 	<p>Ultimately, learning about, implementing, and reflecting upon the formative assessment process are necessary to shift classroom practice. Read how Michigan teachers reflect on their practice through the use of video and rubrics.</p> <p>Accentuate the Formative - Michigan Teachers Use Rubrics & Video to Improve Their Practice</p> <p>Consider taping yourself and using the rubrics for self-reflection.</p> <p>Self-Reflection Guide</p>
<p>extend</p> <ul style="list-style-type: none"> • Step 1: Visit the FAME and MAC Websites • Step 2: Determine next steps which may include forming a FAME team • Step 3: Consider how you might share information about the Formative Assessment Process by utilizing the Know About 	<p>Consider creating a FAME team to extend and deepen understanding of the formative assessment process. The FAME website www.famemichigan.org and MDE's formative assessment process page www.michigan.gov/formativeassessment provide suggestions for extended learning opportunities.</p> <p>Know Abouts: Share with colleagues</p> <p>What Students and Their Families Need to Know About the Formative Assessment Process</p>

resources.	<u>What Teachers Need to Know About the Formative Assessment Process</u> <u>What Administrators Need to Know About the Formative Assessment Process</u> <u>What Local and State Policymakers Need to Know About the Formative Assessment Process</u>
------------	--