



**General  
Education  
Leadership  
Network**

# Learning Map

It's Possible! Transferring the  
Formative Assessment Process  
to Virtual Learning  
Environments

<b>title</b>	It's Possible! Transferring the Formative Assessment Process to Virtual Learning Environments
<b>roadmap alignment</b>	How to assess every student in grades preK-12 during the first few weeks of school, using a screener, diagnostic, or formative assessments* that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families (p.17) <i>*We have taken the liberty of developing this module around the formative assessment process, which more accurately describes what educators need to do during this time.</i>
<b>creator &amp; email</b>	Michigan Assessment Consortium (MAC) Formative Assessment for Michigan Educators (FAME) <a href="mailto:assistant@michiganassessmentconsortium.org">assistant@michiganassessmentconsortium.org</a>
<b>intended audience</b>	Teachers, teacher teams, school leadership, district leadership
<b>summary</b>	How can educators navigate formative assessment practices in a virtual learning environment? It's very possible by exploring the process and examining the conditions that elevate teaching and learning.
<b>learning outcomes</b>	<ul style="list-style-type: none"> <li>• Increase awareness of the formative assessment process</li> <li>• Reflect on the shift of classroom assessment practice</li> <li>• Extend the formative assessment process to virtual learning environments</li> </ul>
<b>time to complete</b>	11- 16 hours, depending on facilitation and depth of use
<b>materials required</b>	Chart paper, markers, highlighters
<b>last updated</b>	August 2020

## Learning Map

**Facilitation:** Short Video  
(2-3 minutes)

### Opening Statement about the Module and the Flow:

- Foundation of the FAP
- Shared Understanding
- Flow of the Module—Transferring into virtual
- How to engage in the learning...Group or Individual

### **engage**

(20 minutes)

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

- Step 1: Place the question to the right on a large piece of paper or PowerPoint slide.
- Step 2: Ask participants to engage in a brainstorming session to elicit specific conditions that need to be in place for formative assessment to flourish within a school system.
- Step 3: Debrief answers and create a list.
- Step 4: Watch the video clip of author and researcher Margaret Heritage as she answers a similar question.
- Step 5: Compare your groups' ideas and conditions to those of Dr. Heritage.
- Step 6: Read the article and do a final debrief and comparison of all the thoughts and ideas that have been raised. Update your compiled document.

### **Engaging Question:**

What conditions does a school district need to create to emphasize and shift assessment practice to more assessment *for* learning and less assessment *of* learning?

### **Video Clip:**

<https://tinyurl.com/yyvfavug>

### **Article Read:**

**Learning Point**—*What Conditions are necessary for successful implementation of formative assessment?*

<https://tinyurl.com/y8amukep>

### **explore**

(1 hour)—

Explore the foundations of formative assessment and the definition Michigan that guides

### **Article Read:**

**Learning Point**—**What do we mean by formative assessment?**

<https://tinyurl.com/tyethfl>

educators' thinking around this interactive and engaging process.

- Step 1: Read the article: What do we mean by formative assessment? Have educators share with one another their MITA—Most Important Take Away—from the article.
- Step 2: Give every participant a copy of the FAME Components and Elements at a Glance. Begin with the graphic (page 2). Facilitator can use the Explore the FAME Graphic handout and ask participants what they notice about the Quick Reference Guide graphic. Write their responses on chart paper for all to see.
- Step 3: Dialogue around those underlying concepts that make formative assessment an engaging process that, when implemented with fidelity, has such a positive impact on student learning.
- Step 4: Now give each participant printed copies of the Components and Elements Table (page 1 of the handout) along with three highlighters: one green, one yellow, and one 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 5: Have participants share their thinking around their self-assessment with one another and dialogue around their strengths and areas for improvement.

## Handouts:

### FAME Components and Elements at a Glance

<https://tinyurl.com/yxeevp5n>

### Explore the FAME Graphic: Possible Characteristics to Notice

<https://tinyurl.com/y47cf262>

## explain

(5 hours—may want to break into 3 sessions.)

Explain how educators can translate formative assessment practices into a

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 exercise some thinking around how this powerful

virtual setting.

- Step 1: View, in order, each of the videos and engage in the questions and reflections embedded throughout the presentations.
- Step 2: Stop and have some dialogue after each video and discuss applications to your practice and educational context.

process translates from a face-to-face environment to the world of virtual teaching and learning.

### **Webinar series:**

The following three webinars were taped over the course of six weeks in May and June 2020 as schools pivoted to virtual learning. They are meant to be watched in order and provide a general overview of the formative assessment process as described by the state of Michigan's FAME Project.

The first video gives a quick **overview of the formative assessment process and its impact on student achievement** and then focuses in on the power of feedback, a central component of the process. A quick introduction to formative feedback is provided, and then teachers from Michigan Great Lakes Virtual Academy share ideas on **how to implement formative feedback in a virtual setting**.

<https://tinyurl.com/y2uur3wk>

The second video extends the concept of **formative feedback and how it is practiced in a virtual setting** focusing in on relevant technology tools that can assist in the implementation of the components of the formative assessment process. We are again joined by educators from the Michigan Great Lakes Virtual Academy.

<https://tinyurl.com/y6ddmb2d>

The third and final webinar invites viewers to go beyond the technology tools and **really focus in on the quality of the feedback educators provide students** and in turn, how students use that feedback to move themselves forward in their learning trajectory. In this video, we are joined by two master teachers from California, Gabby Cardenas and Mayra Carrasco

<https://tinyurl.com/y4qzv3jb>

## **exercise**

(1 hour)

Reflect on the various tools identified within the three videos. Spend some time exercising your new thinking and exploring the possibilities.

- Step 1: Get on a computer and start to explore the various tools identified in the webinars. Use the Teacher-Tech Tools and Formative Assessment handout

## **Various Technology Tools:**

Components Alignment Table—How Tools Align with the elements.

<https://tinyurl.com/y5ctnu3a>

- Screencast-O-Matic
- Flipgrid
- Google Forms
- Padlet
- Classkick
- PlayPosit
- Google Voice

<p>to help guide your exploration and dialogue.</p> <ul style="list-style-type: none"> <li>• Step 2: Work with a partner or small group and brainstorm ideas on usage that align with stated learning goals and necessary elements of student evidence of learning.</li> </ul> <p>*Feel free to explore additional tools that you are aware of beyond this list and share with one another.</p>	<ul style="list-style-type: none"> <li>• Habitica</li> <li>• Class Dojo</li> <li>• Quizlet</li> <li>• SeeSaw</li> </ul> <p>Additional Tech Tools you may know or want to explore</p> <ul style="list-style-type: none"> <li>• Backchannel</li> <li>• Coggle</li> <li>• Jamboard</li> <li>• Ziteboard</li> </ul>
<p><b>elaborate</b> (2-4 hours)</p> <p>Extend thinking, next steps</p> <ul style="list-style-type: none"> <li>• Step 1: Based on the self-assessments from the explore activity above, engage educators in further exploration of the Components and Elements of the formative assessment process by reading the aligned learning points.</li> <li>• Step 2: This can be done as an individual “choose your own adventure,” by way of consensus within a PLC, or with the entire faculty.</li> </ul>	<p><b>Additional Readings:</b> Readings on the Components and 13 Elements of the Formative Assessment Process</p> <p><b>Corresponding Learning Points:</b> <a href="https://tinyurl.com/y3exusen">https://tinyurl.com/y3exusen</a> (scroll down to section on Formative Assessment)</p>
<p><b>evaluate</b> (1-5 hours, depending on use)</p> <ul style="list-style-type: none"> <li>• Step 1: Read the article. Describing how Michigan teachers reflect on their practice through the use of video and rubrics.</li> <li>• Step 2: Review self-reflection rubric in the Coding Booklet and brainstorm steps and those who could support the use of this reflection. Dialogue how this could be used to further learning and practice.</li> </ul>	<p>Ultimately, learning about, implementing, and reflecting upon the formative assessment process are necessary to shift classroom practice.</p> <p><b>Article Read:</b> <b>Accentuate the Formative</b> <a href="https://tinyurl.com/y244u26x">https://tinyurl.com/y244u26x</a></p> <p><b>Formative Assessment Self-Reflection Coding Booklet</b> <a href="https://tinyurl.com/yy7857e6">https://tinyurl.com/yy7857e6</a></p>
<p><b>extend</b> (1 hour)</p> <ul style="list-style-type: none"> <li>• Step 1: Visit the FAME and MDE websites.</li> </ul>	<p><b>FAME/MDE resources:</b> Consider creating a road map to extend and deepen understanding of the formative assessment process. The FAME website <a href="http://www.famemichigan.org">www.famemichigan.org</a> and MDE’s formative assessment process page</p>

- Step 2: Determine next steps for implementation.
- Step 3: View the recorded webinar. (1:32)

[www.michigan.gov/formativeassessment](http://www.michigan.gov/formativeassessment) provide suggestions for extended learning opportunities.

### **MAC resources—curated collections:**

- Formative Assessment  
<https://www.michiganassessmentconsortium.org/assessment-resources/formative-assessment/>
- Formative Assessment Process: Virtual Learning  
<https://www.michiganassessmentconsortium.org/assessment-resources/formative-assess...virtual-learning/>

### **Webinar recording:**

**FAMEous Wednesday Webinar Series #4: Building Relationships**

<https://tinyurl.com/y2x58v3v>