Formative Assessment Self-Reflection

FAME
FORMATIVE ASSESSMENT FOR MICHIGAN EDUCATORS

Coding Booklet

MICHIGAN Department of Education

This work is dedicated to the memory of Theron Blakeslee, our colleague and friend. He devoted his life to education—to the benefit of Michigan teachers and students. We are grateful for his contributions to this document and to the FAME program.

Created in collaboration with the Michigan Department of Education (MDE) by the Michigan Assessment Consortium (MAC) Research & Development Team (Theron Blakeslee, Denny Chandler, Tara Kintz, and Edward Roeber) for use in the Formative Assessment for Michigan Educators (FAME) Professional Learning Program.

Introduction

The goal of the *Formative Assessment Self-Reflection Guide: Developing Formative Assessment Practice* is to provide a resource for classroom teachers who wish to increase their use of the formative assessment process in their instruction, including educators participating in the Formative Assessment for Michigan Educators (FAME) program. By using the *Guide*, teachers should be able to examine their instruction, reflect on areas for improvement, and observe changes in instruction over time. To assist in this self-assessment effort, rubrics have been identified and written for all of the FAME components and elements to help teachers think about important aspects of their use of formative assessment during instruction.

This *Coding Booklet* contains the essentials for teachers to examine and reflect on their use of the formative assessment process during instruction. This *Coding Booklet* includes the rubrics and sample coding sheets for teacher use in reflecting on their instruction. While the *Guide* provides the complete description of the process, this Booklet provides the reproducible materials for engaging in the self-reflection process.

Teachers can use the FAME components and elements in several ways; there is no "right way." Some teachers will want to look at each of the components and elements, find their level of practice in the rubrics, and settle on one or two components or a couple of elements on which to work. Others will look at themselves on an element selected in advance, ignoring the other components and elements. Others may look at their lessons holistically, not being too concerned about where they fall on the rubrics on any of the components or elements. All of these approaches are okay, since it is each teacher's personal goal that is most critical in his or her use of the *Guide*.

Users are urged to read the *Guide* carefully to determine how it may be helpful to them. We seek your ideas and suggestions for how the document and the suggested uses of it can be enhanced.

FAME Components and Elements

1. Planning — Teachers are clear about what students already know and can do. They plan their next lesson based on a target for learning. Teachers plan when evidence of student learning will be gathered, how it will be analyzed, and what changes in instruction and student learning will occur based on the evidence. Such changes are usually based on the evidence of student learning gathered in a planful manner during instruction.

Element	1	2	3	4
1.1 Instructional Planning	The teacher plans the lesson in advance, but the planning does not include when or how evidence of student learning will be obtained, nor how the lesson might change as a result. In addition, the lesson is an isolated event and not connected to previous or future learning and assessment.	The teacher plans the lesson in advance and includes when and how evidence of student learning will be obtained. If changes to instruction are made during the lesson, they are made extemporaneously. The lesson appears to have some connection to past and future instruction, but changes to instruction are not articulated or intentional.	The teacher plans the lesson in advance and includes when and how evidence of student learning will be obtained. However, the teacher does not plan what to do if student learning is not proceeding as planned. Connections are made to past and/or future learning goals and assessment.	The teacher plans the lesson in advance and includes when and how evidence of student learning will be obtained. The teacher also plans what to do if student learning does not proceed as planned. Connections are made to past and/or future learning and assessment to situate students' understanding within the broader learning goals.

2. Learning Target Use — Teachers are clear about what students are to learn. Teachers have shown students what constitutes acceptable performance.

Elements	1	2	3	4
2.1 Designing Learning Targets	Effective learning targets (that focus on concepts/ skills from content/ grade level standards, use student-friendly language, and are connected to the instructional activities and performance of understanding) are posted but not mentioned.	Effective learning targets are stated by the teacher but not connected to instruction.	Effective learning targets are stated and connected to the day's activities.	Effective learning targets are stated and connected to the day's instructional activities. The knowledge and skills needed to accomplish the learning targets are described. The teacher refers back to the learning target throughout the lesson to re-orient students.
2.2 Learning Progressions	The teacher does not connect learning targets to past or future learning. The learning path may not be known or acknowledged with students.	The teacher mentions past or future learning targets, but they are not clearly connected to the current learning targets. The learning path may be unclear to students.	The teacher makes some effort to explain to students how current learning targets follow past learning targets to build toward achievement of a content standard. A general description of the learning path is presented to students.	The teacher explicitly connects learning targets to past and future learning, reflecting the path of learning toward achievement of a content standard. The students understand how the current lesson fits within a sequence of learning and contributes to a broader purpose for the learning.
2.3 Models of Proficient Achievement	No model of "good work" (when appropriate) on the learning target is provided to students.	A model of "good work" on the learning target is shown to students, but it is not used by students to guide their work.	A model of "good work" on the learning target is provided. Some students use this to guide their work on the learning target.	A model of "good work" on the learning target is provided or jointly constructed. Students are taught how to use the model. Students use the model to guide their independent work.

3. Eliciting Evidence of Student Understanding — Teachers monitor student understanding on a daily basis through responses to questions, comments during class discussion, and written work. This allows them to provide detailed feedback to students and determine what changes in instruction might be needed.

Elements	1	2	3	4
3.1 Activating Prior Knowledge	No effort is made by the teacher to activate prior knowledge on a new topic.	The teacher mentions prerequisite concepts but does not engage students with them.	The teacher asks students to think about past learning experiences in preparation for upcoming learning.	The teacher helps the students to self-assess or to connect new ideas to their prior knowledge. Students use concept maps or other tools to connect the current learning targets to past knowledge.
3.2 Gathering Evidence of Student Understanding	The teacher does not gather information about student thinking and understanding during the lesson.	The teacher asks questions of a few students to sample student understanding of the learning targets. The teacher does not appear to use the evidence to determine what comes next and students appear to be unsure about what is expected.	The teacher uses strategies and tools such as observations, verbal questioning, non-verbal self-assessments (e.g. thumbs up/ down/ sideways), or written work to gather information about student thinking and understanding of the learning targets from some students. The teacher appears to use the evidence to determine what comes next, but students appear to be unsure about what will be done.	The teacher uses a variety of integrated strategies and tools (observations, student conferences, questioning strategies, or written work) tightly aligned to the learning targets to elicit evidence of thinking or understanding from all students. The teacher appears to analyze students' thinking and other evidence and clearly indicates how the information will be used to inform feedback and instructional next-steps.
3.3 Teacher Questioning Strategies	The teacher is generally looking for the correct answer and often produces it if students fail to respond.	The teacher often scaffolds students' thinking to help them produce the correct answer.	The teacher often asks for elaboration or clarification of a student's answer.	The teacher often asks students to explain how they arrived at an answer or how their answer connects to another student's response.
3.4 Skillful Use of Questions	Questions are asked to review past class work or as an engaging way to deliver new content.	Questions are mostly for delivering content, but a few are used to gather information about student thinking and understanding.	Questions that are used for delivering content are also used to check students' understanding. The teacher primarily monitors the overall understanding of the class.	Questions that are used for delivering content are also used to check students' understanding. The teacher monitors the understanding of the class, but also formally keeps track of individuals' understanding during the class period.

4. Formative Feedback — Teachers provide verbal or written feedback to students to help them adjust their learning. Students monitor their own learning and make adjustments as needed. The feedback (teacher, peers, or self) allows the student to make changes on the current assignment or task, or to improve understanding of the learning target(s).

Elements	1	2	3	4
4.1 Feedback from the Teacher	Students receive no feedback or the feedback is mainly evaluative (e.g., correct/incorrect or "good job").	Some feedback is descriptive, but it is too directive (essentially gives the answer) or too vague (not "actionable"– student doesn't understand what to do next).	Feedback is descriptive and actionable, focusing on both the outcome of the task (the answer) and how the student arrived at the answer (the process).	Feedback is descriptive and actionable, focusing on both the outcome and the process. The teacher monitors students' understanding of the feedback and scaffolds their revisions.
4.2 Feedback from Peers	Students grade each other's work and only provide a score or the correct answer.	Students do peer assessment, but are not provided with supports, such as rubrics or other criteria. Students provide a mix of evaluative and descriptive feedback on each other's work.	Students do peer assessment and are provided with supports such as rubrics or other criteria. Feedback is both descriptive and actionable.	Students do peer assessment and are provided with supports such as rubrics or other criteria. Feedback is both descriptive and actionable. Students are engaged in this process and accept and use feedback from each other.
4.3 Student Self-Assessment	While students don't evaluate their own work, they may keep track of their overall performance. They don't reflect on what they did to earn their grades or make plans to improve their learning.	Students rate their understanding of a learning target (e.g., by using a scale of 1-4).	Students use a rubric, model or other criteria to assess their own work. It is unclear whether they plan revisions in their work based on their self-assessments.	Students use a rubric, model or other criteria to assess their own work. They plan revisions in their work and set goals for their learning based on their self-assessment.

5. Instructional and Learning Decisions — Teachers make decisions daily about changes to instruction, given the progress of student understanding and skills. Students should set goals for themselves and make short- and long-term changes in learning tactics based on their progress in learning. Student-set goals are more long-term and applicable to comparable work in the future.

Elements	1	2	3	4
5.1 Adjustments to Teaching	The teacher does not make instructional decisions based on evidence of student learning.	The teacher makes instructional decisions but is not clear about the reasons for making the decisions.	The teacher makes instructional decisions and provides a rationale that uses vague evidence from students (e.g., "I don't think you got this, so I am going to review it again"). Additional instruction is provided to all students.	The teacher makes instructional decisions, citing specific evidence of student understanding. Additional instruction is provided to all students, if needed, or only the subset of students who need it.
5.2 Adjustments to Learning	There is no opportunity or encouragement for students to use feedback.	Students receive feedback and are encouraged to use it, without the opportunity to use the feedback to improve their work.	Students receive feedback and use it to make changes in their current work, but do not necessarily adjust their future learning strategies.	Students receive feedback and use it to improve their current and future work, often setting goals and making adjustments in learning tactics based on the feedback.

FAME Components and Elements Coding Sheet

Teacher: _____ **Date:** _____ **Class:** _____

Time: _____

Brief Description: _____

COMPONENT/ELEMENT	EVIDENCE
Planning	
1.1 – Instructional Planning	
Learning Target Use	
2.1 – Designing Learning Targets	
2.2 - Learning Progressions	
2.3 - Models of Proficient Achievement	
Eliciting Evidence of Student Understanding	
3.1 - Activating Prior Knowledge	
3.2 - Gathering Evidence of Student Understanding	
3.3 - Teacher Questioning Strategies	
3.4 – Skillful Use of Questions	

COMPONENT/ELEMENT	EVIDENCE
Formative Feedback	
4.1 - Feedback from the Teacher	
4.2 – Feedback from Peers	
4.3 – Student Self-Assessment	
Instructional and Learning Decisions	
5.1 - Adjustments to Teaching	
5.2 - Adjustments to Learning	
Comments	

FAME Components and Elements Coding Summary

District/School _____ **Date:** _____
Teacher _____ **Class** ____ **out of** _____

COMPONENTS OF FORMATIVE ASSESSMENT	RATING
Planning	
Learning Target Use	
Eliciting Evidence of Student Understanding	
Formative Feedback	
Instructional and Learning Decisions	

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