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[2].

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?"
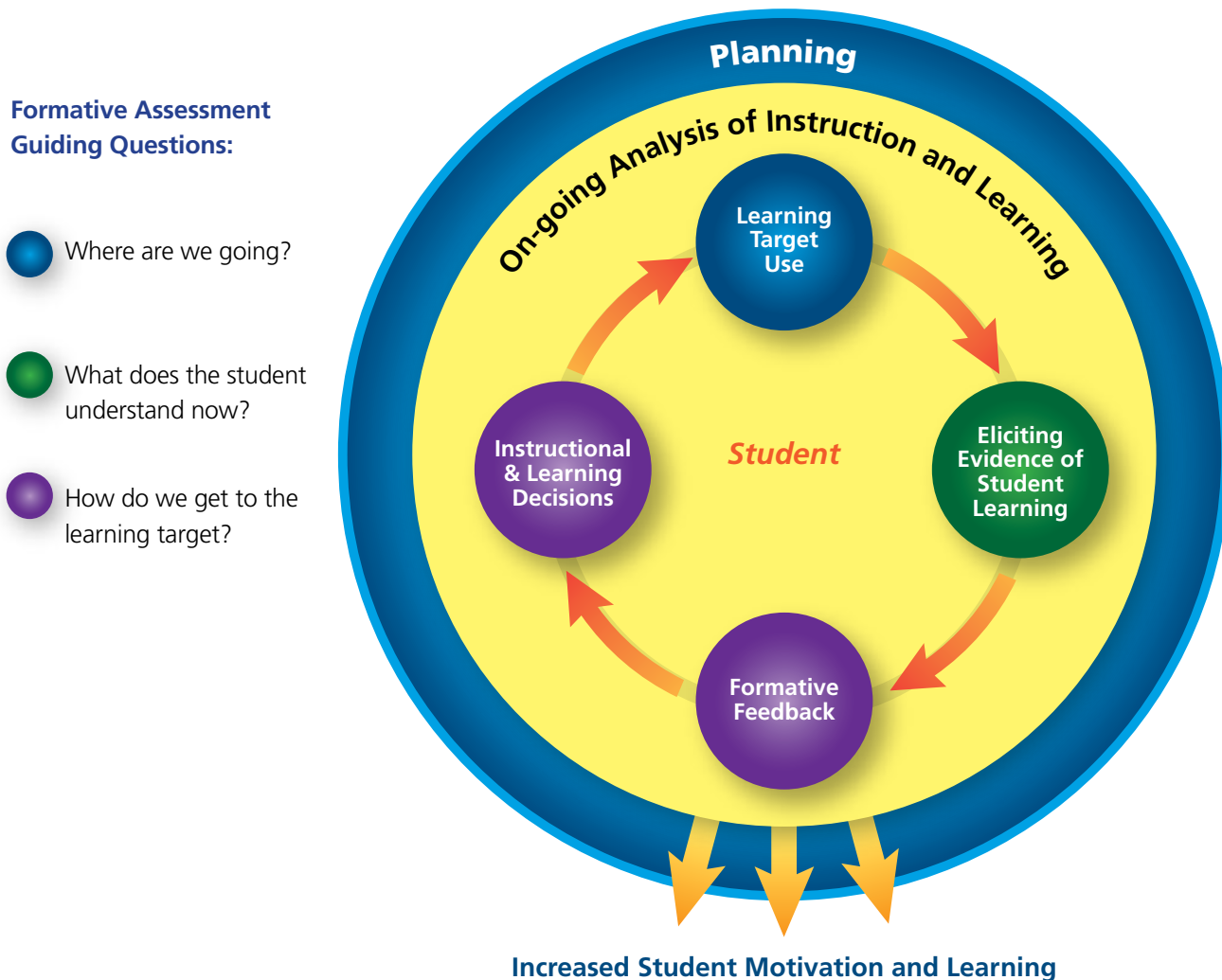
Table 1: FAME Components and Elements

Guiding Questions	FAME Components and Elements Learning Point: What do we mean by Formative Assessment?
Where are we (teacher and students) going?	**Planning** 1.1—Instructional Planning: planning based on knowledge of the content, standards, pedagogy, formative assessment process, and students. **Learning Target Use** 2.1—Designing Learning Targets: the use and communication of daily instructional aims with the students 2.2—Learning Progressions: connection of the learning target to past and future learning 2.3—Models of Proficient Achievement: examples of successful work for students to use as a guide.
What does the student understand now?	**Eliciting Evidence of Student Understanding** 3.1—Activating Prior Knowledge: the opportunity for students to self-assess or connect new ideas to their prior knowledge 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 *all* students 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 3.4—Skillful Use of Questions: a focus on the purpose, timing, and audience for questions to deliver content and to check students' understanding
How do we (teacher and students) get to the learning target?	**Formative Feedback** 4.1—Feedback from the Teacher: verbal or written feedback to a student to improve his or her achievement of the learning target 4.2—Feedback from Peers: feedback from one student to another student about his or her learning in relation to a learning target 4.3—Student Self-Assessment: the process in which students gather information and reflect on their own learning in relation to the learning goal. **Instructional and Learning Decisions** 5.1—Adjustments to Teaching: teachers' daily decisions about changes to instruction 5.2—Adjustments to Learning: students' use of feedback for improvement.

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 FAME components and elements outlined in Table 1 form the basis of the work of the FAME Learning Teams. The components and elements of the formative assessment process in this *Guide* are designed to assist FAME participants in learning about the formative assessment process over time.

Figure 1 below illustrates the formative assessment process and the interaction of the formative assessment components.

Figure 1: 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?

Planning

On-going Analysis of Instruction and Learning

Learning Target Use

Student

Eliciting Evidence of Student Learning

Instructional & Learning Decisions

Formative Feedback

Increased Student Motivation and Learning

Teachers may engage in learning about the components in multiple ways, in different sequences, and at different times depending upon various factors, including the content being taught, the age of the students, and the level of student understanding. At the same time, many of the component practices are dependent upon other practices (e.g., learning targets are necessary to guide questioning and feedback to promote student learning).