

## 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.