FAME is an exciting professional learning initiative sponsored by the Michigan Department of Education (MDE) that promotes teacher collaboration and planning for effective formative assessment practice. A cadre of Michigan educators serves as coaches for site-based learning teams of teachers and administrators in Michigan schools.
WHERE ARE WE GOING?

PLANNING is a complex process that enables a teacher to plan student engagement with content that promotes student learning. LEARNING TARGETS written in student-friendly language are used to help students understand what they are learning, how to reach the target, and what success looks like once the target is reached.
WHAT DOES THE STUDENT UNDERSTAND NOW?

Student EVIDENCE OF LEARNING is used to help teachers know where students are in relation to the learning targets, help students see what they know and need to work on, and help teachers and students make decisions about where to go next with the learning.

FORMATIVE FEEDBACK

Formative feedback, verbal and written, is provided to students to help them understand how close they are to the learning targets and what they can do to move closer. An important attribute of formative feedback is to identify not only what students are struggling with, but also what they are doing well.

INSTRUCTIONAL & LEARNING DECISIONS

Instructional decisions, as part of the formative assessment process, are made by teachers to alter or verify instruction based on student evidence and their progression toward learning targets. In addition, students make learning decisions in the formative assessment process when they use formative feedback about their progress to make adjustments in their learning and set goals to reach the learning target.
"A learning progression is a carefully sequenced set of building blocks that students must master en route to mastering a curricular aim."  -James Popham
Learning Progressions Can Vary By:
* The level of detail
* Grade Level
* Scope of the progression

The point is:
* The standards are huge and complex.
* The teacher must understand the learning steps that a student needs along the way to work toward mastery of the standard.

* Each step in the Learning Progression has a Learning Target and Success Criteria within it.
How will I meet my goal?
- Practice reading
- Practice writing
- Practice visualizing

Where are you working on?

Where are you as a writer?
- Pattern Books
- What are you working on?
Teacher | Student | Teacher and Student
---|---|---
Where are the students in relation to the LT? | See what they know and what they need to work on | Make decisions about where to go next

**Learning Progressions:**
Teachers College Reading Writing Project
K-2
Informational Writing
Keep in mind:

* These are “typical” paths— not every student progresses the same.

* Formative Assessment is the key for the teacher to know where they are in relation to the learning target.