

Introduction to Micro-Course 1

*Micro-Course 1:
Learning Acceleration Using Formative Assessment Processes in the
Classroom (Introductory Version)*



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Version 1.0 | Updated October 2021 | Developed By:
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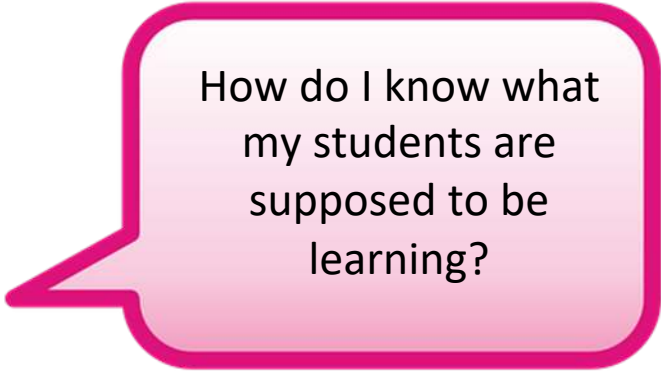
Intended Audience

K-12 Classroom Educators

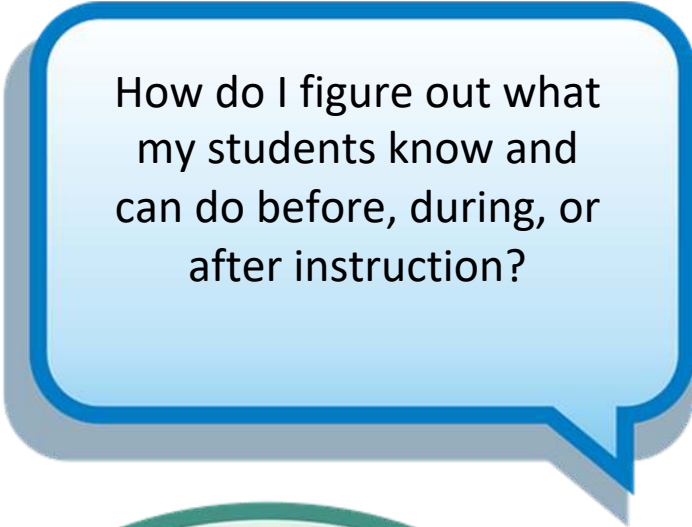
- new teachers
- long-term subs
- teacher interns




Guiding Questions



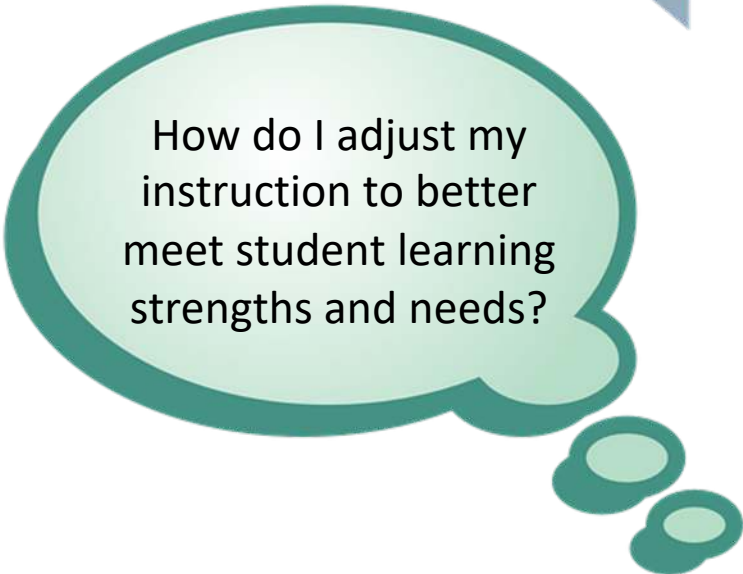
How do I know what my students are supposed to be learning?



How do I figure out what my students know and can do before, during, or after instruction?



How do I identify my students' unfinished learning and accelerate learning?



How do I adjust my instruction to better meet student learning strengths and needs?

Micro-Course 1 Outline

Module 1

- **Overview:** Formative assessment processes and learning acceleration (Introduction)

Module 2

- **Where the learner is now, Part 1:** Using quick pre-assessments to elicit evidence of student strengths and learning needs

Module 3

- **Where the learner is now, Part 2:** Using formative assessments during or after instruction to elicit evidence of student strengths and learning needs

Module 4

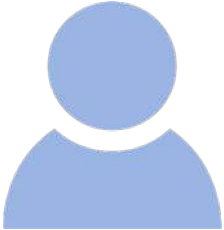
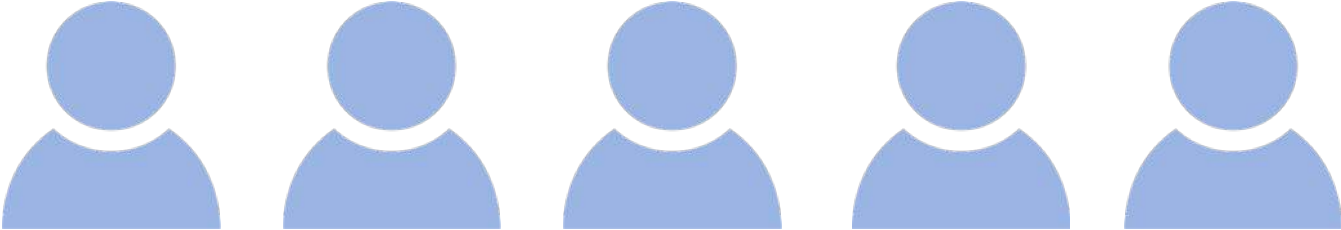
- **Closing the gap, Part 1:** Using evidence of learning to adjust instruction and better meet students' needs



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|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Pre-Recorded Video Presentation Each module contains a pre-recorded video presentation that is between 15-25 minutes, as well as links to resources referenced in the video presentation. |
| 2 | Module Design The modules are intended to support educator reflection and changes to formative instructional/assessment practices. As a result, each module includes a warm-up question, embedded pause & reflect/discuss questions, and final reflection questions and/or application activities. |
| 3 | Slides, Handouts, and Scripts Presentation slides, handouts, and script available for download and use. All materials are CC-BY 4.0 licensed, which means they can be reused/adapted as long as attribution is provided. |

Intended Use

The modules were created to be used in a couple different ways.

| Individual teachers | Groups of teachers (PLCs, team meetings, etc.) |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |

The modules can be viewed as stand alone modules and in any order. That said, there is a coherent sequence of learning developed across the modules.

Going Deeper: Micro-Course 2

Module 1

- **Overview:** Formative assessment processes and learning acceleration (Advanced)

Module 2

- **Where the learner is going:** Clarifying, sharing, and understanding learning intentions and success criteria

Module 3

- **How to get there:** Providing feedback that moves student learning forward

Module 4

- **Closing the gap, Part 2:** Involving students and their peers in the formative assessment process

| | Where the learner is going | Where the learner is now | How to get the learner there |
|---------|------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------|
| Teacher | Clarifying, sharing, and understanding learning intentions | Eliciting evidence of learning | Providing feedback that moves learners forward |
| Peer | | Activating students as learning resources for one another | |
| Student | | Activating students as owners of their own learning | |

Pathways



Micro-Course 1



Micro-Course 2

Overview of Formative Assessment Processes (Introduction)

Where the learner is now, Part 1:
Using quick pre-assessments to elicit evidence of student strengths and learning needs

Where the learner is now, Part 2:
Using formative assessments during or after instruction to elicit evidence of student strengths and learning needs

Closing the gap, Part 1:
Using evidence of learning to adjust instruction and better meet students' needs