Introduction to Micro-Course 2

Micro-Course 2: Learning Acceleration Using Formative Assessment Processes in the Classroom (Advanced Version)

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Version 1.0 | Updated January 2022 | Developed By: Carla Evans & Jeri Thompson
National Center for the Improvement of Educational Assessment
Intended Audience

K-12 Classroom Educators

- experienced teachers
- newer teachers who have completed Micro-Course 1
Guiding Questions

How do I provide feedback that moves student learning forward?

How do I clarify, share, and help students to understand the unit and lesson learning goals and success criteria?

How do I activate students as learning resources for one another?

How do I activate students as owners of their own learning?
Micro-Course 2 Outline

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
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<tr>
<th>1</th>
<th>Pre-Recorded Video Presentation</th>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<th>2</th>
<th>Module Design</th>
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<td>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 &amp; reflect/discuss questions, and final reflection questions and/or application activities.</td>
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<tr>
<th>3</th>
<th>Slides, Handouts, and Scripts</th>
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<tbody>
<tr>
<td></td>
<td>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.</td>
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Intended Use

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

<table>
<thead>
<tr>
<th>Individual teachers</th>
<th>Groups of teachers (PLCs, team meetings, etc.)</th>
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<tr>
<td><img src="image" alt="Individual Teacher" /></td>
<td><img src="image" alt="Teacher Group" /></td>
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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.
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
# Pathways

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<thead>
<tr>
<th>Micro-Course 1</th>
<th>Micro-Course 2</th>
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## 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

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